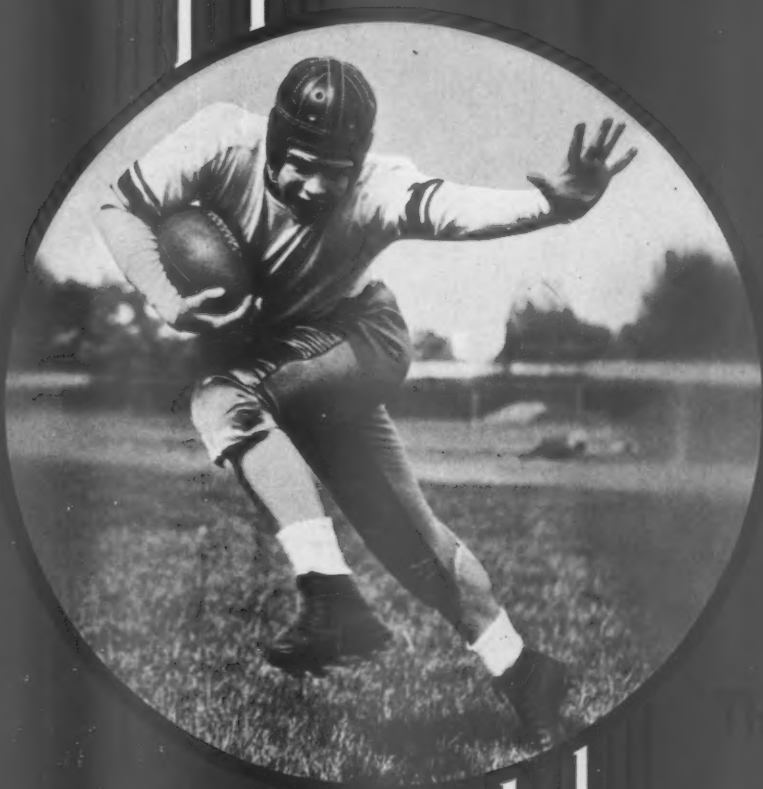


ATHLETIC JOURNAL

Vol. XX, No. 1

September, 1922



The Value of the Kicking Game
Today

Wallace Wade
Bunton Ingvaldsen

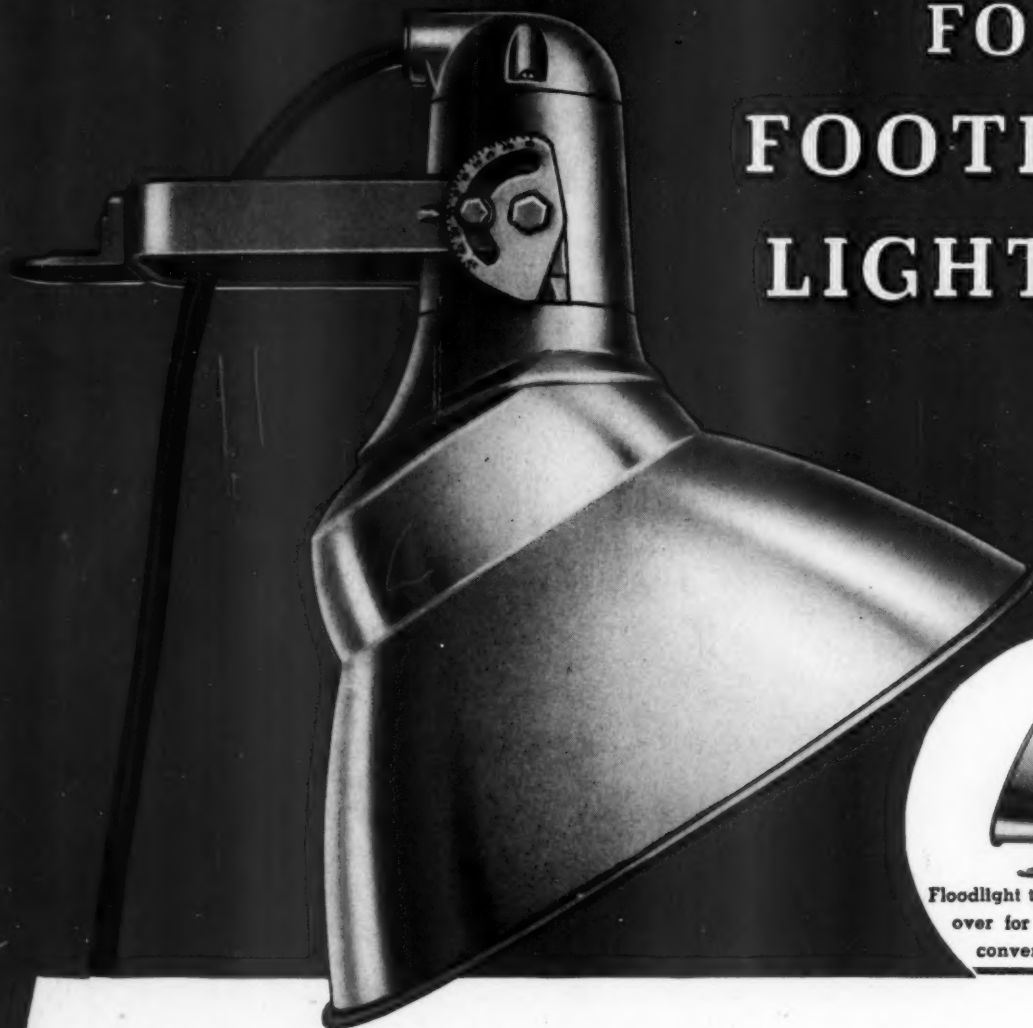
The Shift in Six-Man Football

R. O. Duncan

Methods and Training
Free Throwing

Clifford Wells

A NEW FLOODLIGHT FOR FOOTBALL LIGHTING



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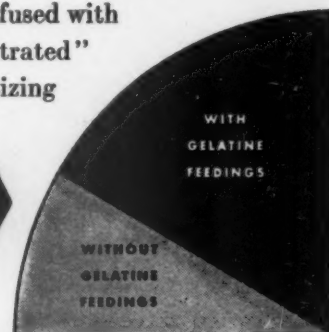
Utilizing these facts, it has recently been demonstrated* that the feeding of as little as two ounces of gelatine daily to male subjects resulted in remarkable increases in the output of muscular energy. These findings are of particular importance to the athletic coach and trainer who desire to build up in the athlete a reserve store of muscular energy. Based upon sound scientific principles and laboratory tests, gelatine feeding should prove to be of practical value to athletes for increasing endurance.

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KNOX GELATINE (U.S.P.) TO FILL THE RESERVOIR OF MUSCULAR ENERGY

* "Proceedings of the Society for Experimental Biology and Medicine," 40:157, 1939



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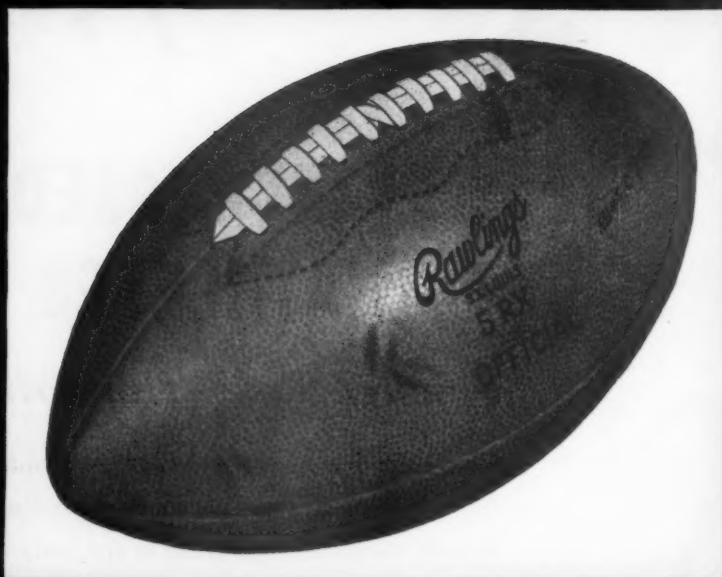
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***Strict adherence to a single quality policy
makes Rawlings "Tops" in the equipment field!***



ST. LOUIS

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The Value of the Kicking Game Today PUNTING

By Wallace Wade
Duke University

THERE is probably a keener appreciation today of the value of the kicking game in football than there has ever been in the history of the game. The kicking game is primarily a defensive weapon and, as such, is a great help to a team in preventing its goal line from being crossed; by sending the ball well up the field the defensive team forces the offensive team to start its drive at a considerable distance from the opponents' goal line. It is one of the fundamental axioms of football that a team is seldom able to score as the result of a long consistent driving attack.

As a substitute for the kicking game some teams employ a consistent running attack, trying to make first downs and retain possession of the ball. This plan is based on the theory that the opponents cannot score unless they have the ball. Two great weaknesses of this plan are first, that a team is apt, having spent its running offense deep in its own territory, to be less potent when a scoring position is finally reached; and the other is that it usually calls for kicking on fourth down which is dangerous against a well-trained team.

The Kick as an Offensive Measure

As an offensive measure the kick can be very effective. It can be used to place the ball near the opponents' goal line, forcing them to make a poor kick from behind their own goal line and thereby giving the offensive team an opportunity to gain possession of the ball a comparatively short distance from the goal line.

An aggressive team may often have many opportunities to score from the op-



Eric Tipton, Duke University

ponents' kicks. They may block a punt for a touchdown or recover a blocked punt in a scoring position. A team may also score by returning a punt for a touchdown. It is, of course, easier to score by blocking a punt or by returning a punt when the opponents are kicking on fourth down and the players are certain that a punt is coming.

The first requisite of a well-rounded punting game is a kicker who, in addition to getting both distance and height, can place his kick; he will need to have com-

petent protection in order to get off an effective punt. It is also very important that the punts be covered, unless they go out of bounds or across the goal line. When the opponents are kicking, a team needs to harass the opposing punter, trying either to block his punt or to hurry him sufficiently to prevent him from getting off an effective kick. A safety who can both catch and return punts is needed for a kicking game, and the safety needs protection from his team mates.

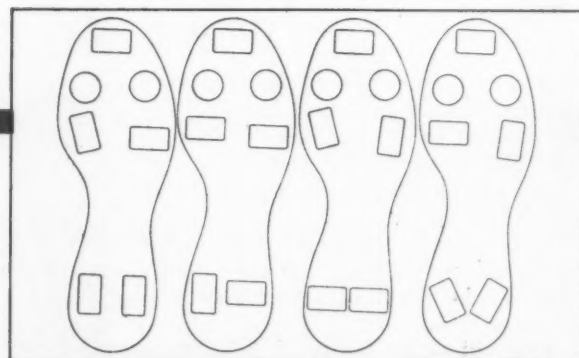
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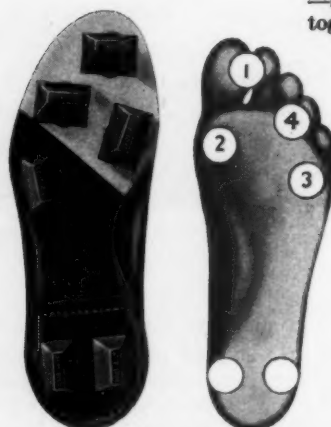
Now! DETACHABLE

The new Spot-Bilt development—detachable oblong cleats—heretofore a mechanical impossibility is now available for the first time because of Spot-Bilt's perfection of the Compresso-Lock cleat assembly, originated by Tucker P. Smith, trainer and equipment man at Ohio State University. Cleats can be placed in any position and stay that way, locked by compression.

WITCHELL-SHEILL CO., 1635 Augusta Blvd., CHICAGO . . . SIN



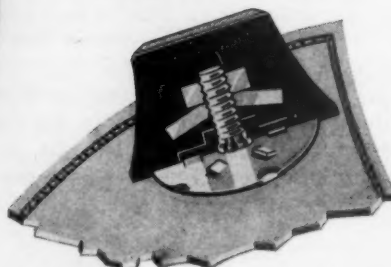
Above—Illustrating but a few of the many angles at which the detachable oblong cleats can be placed—and how oblong and round cleats can be used together.



Special 4-Cleat Arrangement Pat. No. 2080680

At Left—Spot-Bilt's special patented 4-cleat arrangement—provides better traction because the cleats are scientifically placed at the weight-bearing points of the foot. Since this arrangement places the three important cleats (1, 2, 3) directly under the points of maximum foot pressure they enable the athlete to utilize his full driving power. The cleat in position 4 is a balance point and aids in cutting and pivoting. All styles regularly stocked with 5 cleats can be made with 4-cleat arrangement.

At Right—Spot-Bilt wrench, for removing the new oblong detachable cleats when they become worn and replacement is necessary.



Left—Illustrating how Compresso-Lock cleats—round or oblong—are locked in position by compression.



Above—Close-up view of Spot-Bilt's new detachable oblong cleat assembly.

E OBLONG CLEATS . .

Years of experiment and months of actual use by players proves what veteran coaches always knew—that oblong cleats have many advantages over round cleats: supporting surface is over two times as great—more foot comfort—shoe remains level in action — better traction — less rocking—fewer chances for turned ankles, pulled tendons and other injuries.

GO . . SINCE 1898 ATHLETIC SHOE SPECIALISTS



MUD: One squad used Spot-Bilt shoes with the new detachable oblong cleats for 19 days—in rain and mud—and reported better traction than with round cleats, and less trouble with mud adhering to the cleats.

Note the firm footing of the lineman at right, who is wearing Spot-Bilt shoes with the new detachable oblong cleats. Also note the "skid" of lineman at left whose shoes are equipped with round cleats.

FIELD TESTS SHOW THESE ADVANTAGES . . .



Start



Kicking



Passing



Pivot

Better traction. Kicking and passing more accurate because cleats have greater bearing surface and can be angled to prevent rock. Perfect execution of pivots because of the sure-footing provided by Spot-Bilt's new detachable oblong cleats.



Initial Charge



Secondary Charge



Cutting or Charging Through

For lineman, the front three detachable oblong cleats give more traction. For the Secondary Charge or Follow Through—look what he has on the ball of the foot and on the heel—traction aplenty! For Cutting or Charging Through, the lineman places the detachable oblong cleats where they feel beat to him.



A great deal of practice is required on the part of the punter to perfect the timing and technique of kicking. In order to be a first class college punter, a boy needs several years of careful practice, and this practice must be followed up, not only in the fall and spring practice periods, but also should be continued during the summer. Punting calls for very much the same attributes of timing and relaxed effort that go to make a good golf player. A good kicker is expected to get off a long, high kick for distance in a minimum of time. In order to do this, he must co-ordinate his efforts and those of the center.

The pass from center should be delivered fast and accurately into the kicker's hands at a point about waist high and in line with the right side of his body. The kicker should take not more than two steps in striking the ball. His first step should be a short one with his right foot, followed by a longer step with his left foot. The ball should be dropped from the fingers of both hands so as not to rotate before striking the kicker's foot. The front point of the ball should be held slightly depressed and to the left, and should strike the kicker's foot in the same position. The toe of the kicker's left foot should be pointing downward and to the left. The ball should be struck on the right side of the kicker's arch. As the foot strikes the ball the knee should be straightened and the leg fully extended. The ball should be struck somewhat toward the back. The elevation of the kick can be regulated if the punter has his foot strike the ball more toward the center or back. Striking the ball toward the back, with the toe depressed, will help the ball to spiral through the air with the front point downward; this is a great asset in getting distance and roll.

In Illustration 1, the punter has dropped the ball with the front point slightly depressed and to the left. The kicker is coming through with his kicking leg. Notice the position of the left foot. The toe of the left foot is pointing downward and to the left.

Illustration 2 shows the position of the ball on the arch of the kicking foot.

Illustration 3 shows the straightening of the kicking leg.

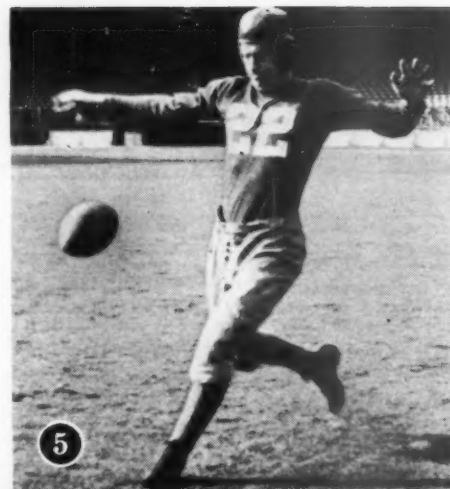
In Illustration 4, notice the follow-through on the kick.

In Illustration 5, the ball has just been dropped by the kicker. Notice that the forward point of the ball is not pointing in as much as in Illustration 1.

Illustration 6 shows contact of the ball with the kicking foot.

In Illustration 7, notice the position of the left foot and swing of the kicking leg.

Illustration 8 shows the follow-through of the kicker. He has even left the ground with his left foot.



When deep in his own territory, a punter should try to keep the punt out of reach of the safety man so as to benefit by the roll. On reaching the center of the field the punter should try to kick out of bounds near the goal line so as to avoid a touchback.

When a team kicks on an early down, less protection is needed for the punter and consequently more linemen can leave with the snap of the ball and better coverage of the kick can be expected. A safety man who catches all punts within his reach will not only benefit by more yardage in returns, but will lose less yardage as a result of roll. In order to do this

he, of course, must take more chances of fumbling punts.

Place and Drop-Kicking

By **Burton Ingwersen**
Northwestern University

DURING the football season of 1938 it was shown that field-goal kicking by both drop-kicking and place-kicking is coming back. A number of games was won by field goals and I believe coaches are again working on the art of drop-kicking and place-kicking.

Some teams took advantage of trying for a field goal after a fair catch, especially when they had a good field-goal kicker and the wind behind them. A number of teams tried for field goals instead of punting on fourth down whenever they were in their opponents' territory.

The Drop Kick

Drop-kicking is an art that requires skill, co-ordination and concentration. Generally a coach can develop five capable punters out of a squad of fifty men but in drop-kicking he will be able to develop only about one capable drop-kicker. Very few punters make good drop-kickers because the swing of the leg differs in the two kicks.

Stance

The drop-kicker will generally take a position ten yards back of the center. He should line up facing the goal and always use the goal as a mark. He may have

either his left or right foot forward depending on the number of steps he wishes to take. Most drop-kickers stand with their right foot forward, their weight distributed evenly on both feet. As the drop-kicker catches the ball, he shifts his weight to his right foot and steps forward with his left, then sweeps the right forward to make the kick.

Holding and Dropping the Ball

The center should pass the ball back to a point just above the kicker's right knee, if he is a right-footed kicker. The kicker must have his hands down by his right



Illustration 9 shows Jack Manders trying for a field goal by place-kicking. Notice that the holder is kneeling on his left knee and is holding the ball with the fingers of his left hand. The kicker is coming forward and is about to place the inside of his left foot in line with the outer edge of the ball. The kicker's and holder's eyes are directly on the ball.

In Illustration 10, the kicker has drawn his kicking leg back and is about to come forward and kick the ball.

Illustration 11—Notice the position of the left foot of the kicker and the swing of the kicking leg.

Illustration 12—The kicker is just getting contact with the ball with his kicking toe.

Illustration 13—The ball has left the kicker's toe. Notice the swing of the kicking leg.

Illustration 14—Notice the follow-through of the leg and body. The kicker's eyes are still on the spot where the ball was placed.

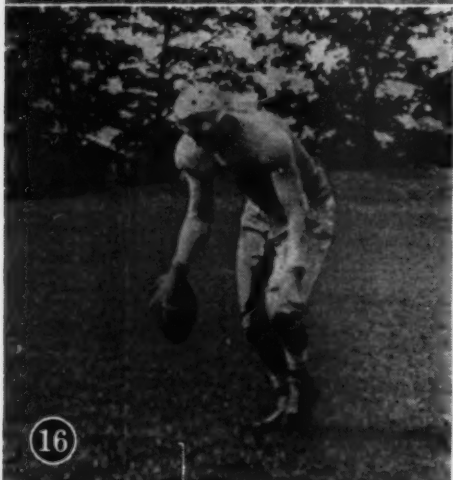
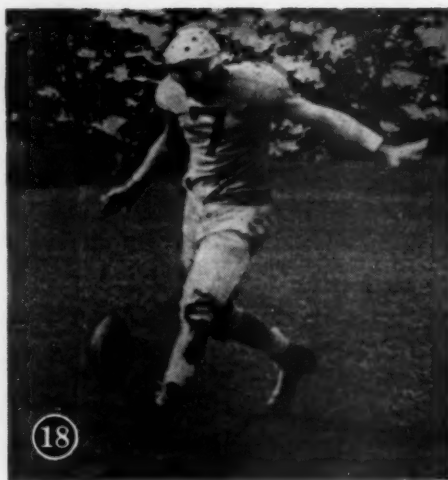


Illustration 15 shows Dutch Clark having just received the ball from the center and starting forward. Note that he has received the ball slightly above the right knee and has the ball in position to drop it perpendicularly to the ground. His eyes are well focused on the ball. Notice the position of his hands on ball.

Illustration 16—The ball has been dropped evenly by his hands and it is dropping perpendicularly to the ground.

Illustration 17—The ball is getting closer to the ground and the kicker is coming forward with his left foot. Note that the kicker's eyes are still on the ball and that his body is starting to straighten up.

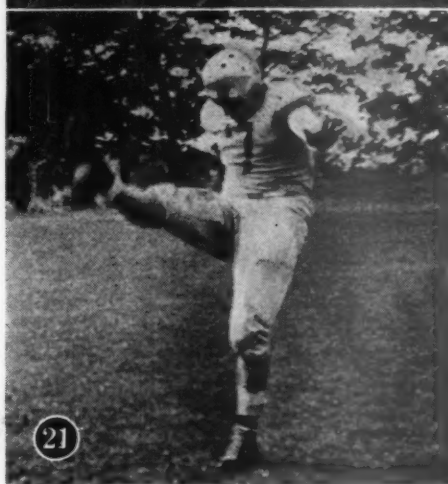
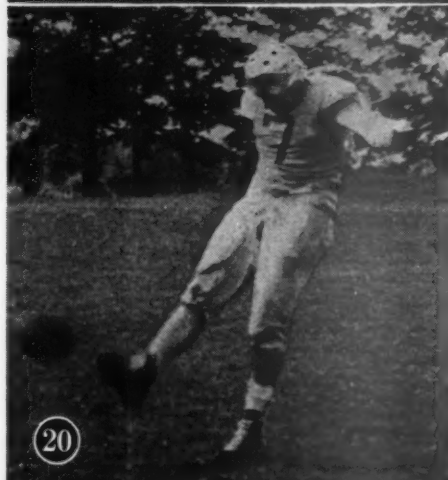
In Illustration 18, note how perpendicularly the ball is dropping to the ground. The kicker's right leg is just going back and his weight is shifting to his left foot.

Illustration 19—The ball is just about to touch the ground and the kicker has his kicking leg ready. Notice the scissors-motion of the kicker's leg.

In Illustration 20, the kicker has met the ball. Note the position of his foot. His toes are firm and ankle locked.

Illustration 21—The kicker is following through; he is still looking down at the spot from which he has kicked the ball.

The illustrations in this article were taken from the films entitled, "The Post Graduate School of Football," made by the Detroit Film Laboratories, Inc.



knee so that the center will have a target and the kicker will not lose any time in dropping the ball. The shorter the distance the ball is dropped, the more accuracy the kicker will have. The drop-kicker must keep his eye on the ball and when he receives the ball, he should hold it with both hands. The ball should be held with a light grip, the wrists perfectly relaxed so that it will drop with the long axis to the ground. The angle with which the ball drops downward depends on the angle at which the kicker desires the ball to meet the ground. Most kickers wish to have the ball drop perpendicularly to the ground; thus they have more accuracy.

The ball must be dropped evenly and held as closely to the ground as is possible without the kicker feeling awkward.

Timing

The toes of the kicker's foot should be firm and the ankle should be locked as the kick is made. The ball should be kicked squarely below its middle just as it hits the ground. The leg is swung forward with a scissors motion on an absolutely straight line, not in a lateral arc. After the ball is kicked with the toe, the leg must follow through. The kicker must keep his eye on the ball from the time

that it is passed from the center until it is kicked. He must do all his sighting before the play starts.

It is well for a coach to have his drop-kickers practice from the 15 and 20-yard lines.

Place-Kicking

Place-kicking is a much simpler art than punting or drop-kicking. More good place-kickers are developed than drop-kickers.

The holder of a place kick takes a position from seven to eight yards from the
(Continued on page 44)

Passing Anywhere Behind the Line of Scrimmage

By Potsy Clark

Boston Dodgers

SEVERAL long-time readers of the *Athletic Journal* are this year playing for the first time under the high school football rules which permit passing anywhere behind the line of scrimmage. In response to requests from these readers for passing plays developed by the professional teams, we are pleased to present the accompanying diagrammed plays.

IN response to your requests for plays either passing or fake on passing which have been developed by professional teams using the pass from anywhere behind the line, I shall diagram and explain a few.

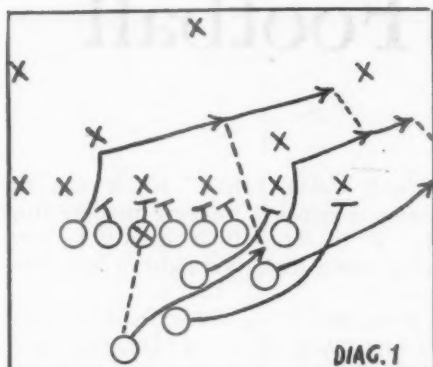
Diagram 1 shows the simple jump-pass as used by many teams, both professional and high school. Either a balanced or unbalanced line may be used. The passer is either the tailback or fullback who rushes at the line towards the most vulnerable spot, jumping from his left foot, one yard to two yards back of the line of scrimmage, and passing to the left end over the middle of the line, about six to eight yards deep. The end may make a backward pass to the right end who, in turn, makes a backward pass to the right halfback. The jump-passer may pass to the left end in a different location or direct to some other eligible receiver.

Diagram 2 shows the hand-to-hand forward pass which is permissible under the high school and professional forward-pass rule. This method of passing the ball adds speed and power to the weak-side reverse, outside of tackle. The ball goes direct to the fullback who hands it forward instantly to the right halfback. The fullback holds the ball steady and the right halfback takes it.

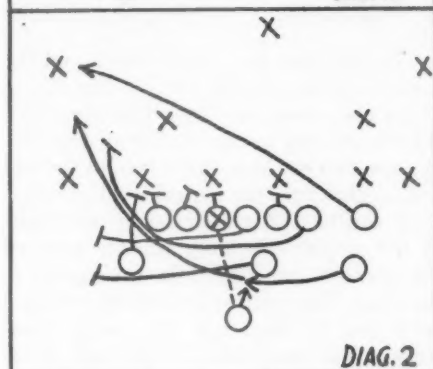
Diagram 3 shows the inside-tackle running reverse which is made possible by a hand-to-hand forward pass. This is an exceptionally strong play inside of the 20-yard line where yardage is hard to pick up. The left halfback starts to the right at full speed and places the ball in a pocket made by the right halfback, who is also going at top speed. The left halfback passes the ball.

Diagram 4 shows the manner in which some teams who use the quarterback under the center, protect the passer three to four yards back of the line of scrimmage. This permits four and five men to get down the field on passes and, at the same time, it permits faking and gives protection to the passer. A tall individual

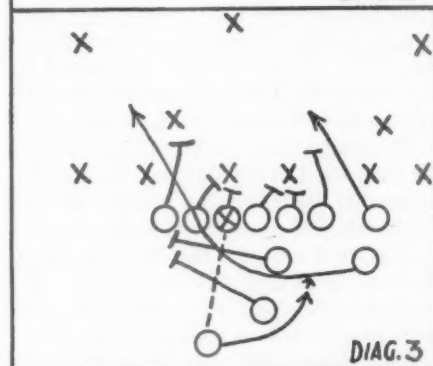
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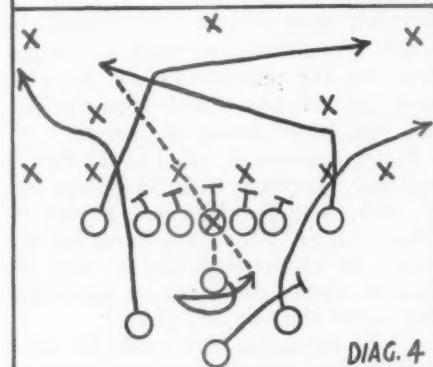
DIAG. 1



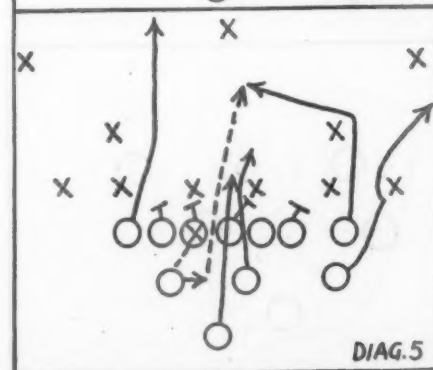
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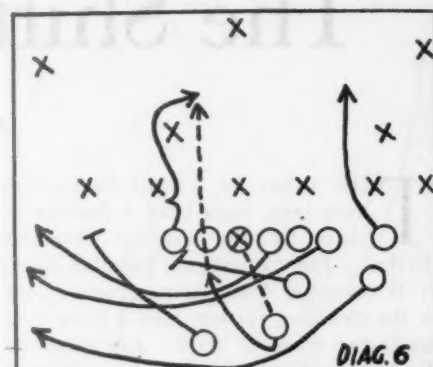
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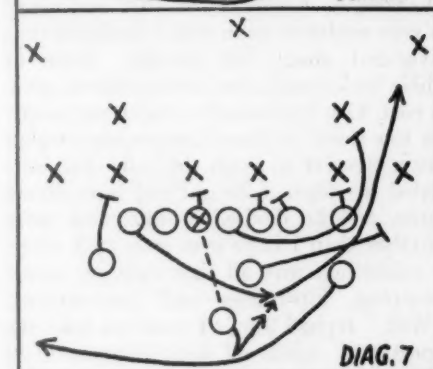
DIAG. 4



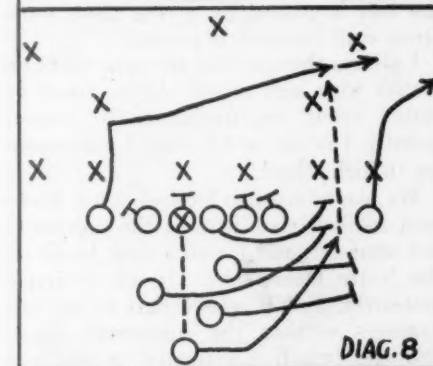
DIAG. 5



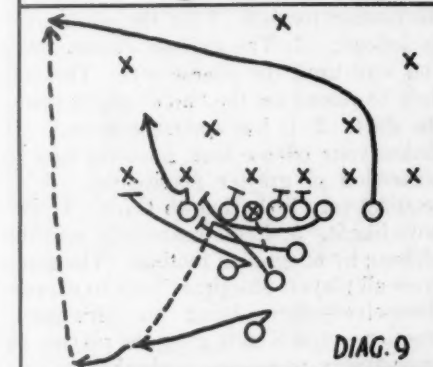
DIAG. 6



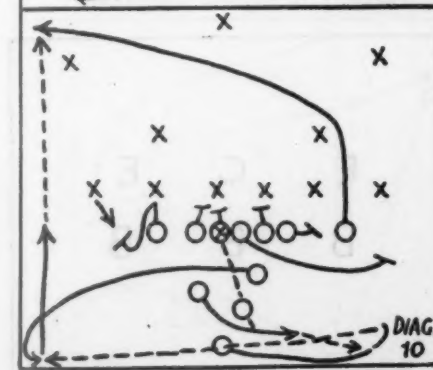
DIAG. 7



DIAG. 8



DIAG. 9



DIAG. 10

The Shift in Six-Man Football

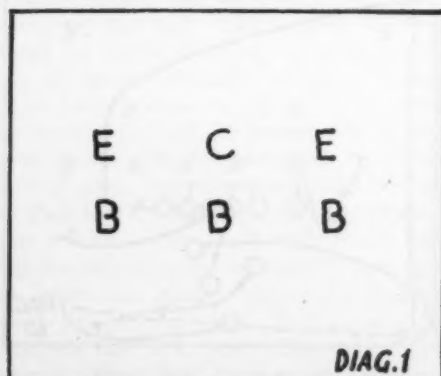
By R. O. Duncan

Assistant Football Coach, University of Illinois

THE values of a shift in football have been argued for a number of years by the coaches who like rhythm. Jim Conzelman, popular coach at Washington University, gave me one of the cleverest reasons that I have ever heard for using a shift. Jim came to Washington University in 1932 and found a very mediocre team with a backfield that averaged about 150 pounds. None of these backs could run fast enough to catch a cold, kick far enough to catch the safety in too close, or throw accurately enough for a receiver to catch the ball. Jim outfitted his team in bright red form-fitting suits, and he devised a shift with more rhythm than I have ever seen on a stage. I asked him why all that swaying, cross-stepping, hip-rolling and arm-slinging. "Well," replied Jim, "I want to take the spectators' minds off what happens after the ball is passed by giving them some fancy stuff before it is passed."

I always thought that the time spent on a shift with high school players could be better spent on fundamentals; consequently, I never used it when I was coaching in high school.

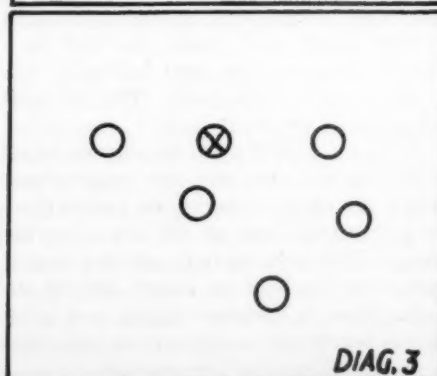
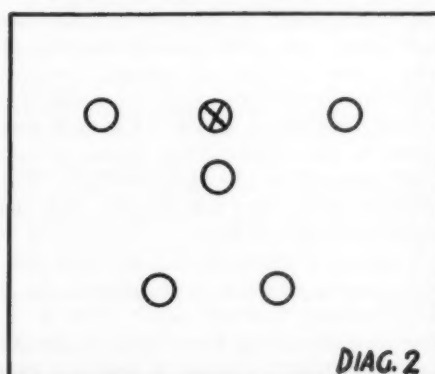
We played six-man football in our freshman football class here at the university last semester, and I used a shift based on the Notre Dame shift. It was a simple maneuver, and I believe that it has advantages without the concurrent disadvantages which accompany a shift in eleven-man football. I list the advantages as follows: 1. The defense cannot relax and wait until the offense sets. The ball may be passed on the "hike" which starts the shift. 2. It has spectator appeal. It makes your offense look smoother and in possession of greater possibilities. 3. It requires very little time to teach. 4. The boys like it. 5. It fits beautifully into the philosophy of six-man football. The game gives all players an opportunity to express themselves—there being no "drudgery" positions—and a shift gives the players an opportunity to express a rhythm.



SEVERAL universities and colleges included six-man football in their intramural programs last year. Others used the game as explained by Mr. Duncan in his freshman football class. In the secondary schools a pronounced interest in six-man football is evident. Both Kurt Lenser and A. W. Larson, whose articles appear in this issue, have conducted courses in the game at summer coaching schools. Mr. Lenser presented the sport at Colorado State Teachers College, Greeley; at the Davis Mountain Coaching School, Fort Davis, Texas; at the University of Iowa; Colorado State Coaches School, Denver; and the Missouri State Coaches School, Columbia. Mr. Larson presented the subject at State Teachers College, Mayville, N. Dakota, and at the University of North Dakota Coaching School.

We formed a rectangular huddle as shown in Diagram 1. The center set the huddle quickly, and whoever was calling the signals remained out of the huddle until he had decided upon the signal. Once decided, he stepped in and called the play and said, "Got it?" After pausing a second to give everybody a chance to determine the play, he said, "Hurry," and the players hurried into a "T" formation with the ends three and a half to four yards wide, the quarterback behind the center, and the backs four and a half yards deep between the ends and center.

As soon as everyone was set, the quar-



terback called, "Hike," which was the snapping signal if we were running from the "T" or the shifting signal if we were going into a formation right or left (Diagram 2).

From the "T" we shifted right into what we called A-R formation (Diagram 3), or to the left into A-L formation (Diagram 4).

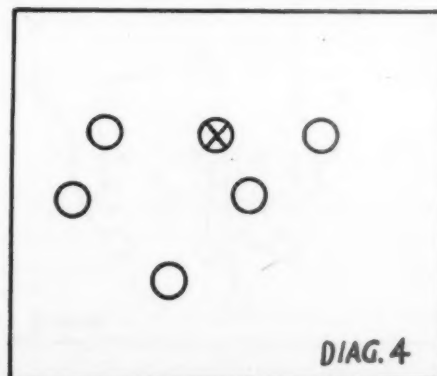
The shift was on a 1-2-3 count, and the backs started with the foot on the side to which they were shifting. The wing-back shifted up and to the outside of the end. He was two or three yards behind the end and slightly to the outside. The other back shifted straight across to the right or left as the case may be and assumed the position vacated by the back going to the wing. The quarterback merely stepped back and to the weak side, using three steps. The ends stood and took three steps. Sometimes they merely took them in place; other times they moved slightly out or in. In this manner, they could improve their blocking position slightly without the defensive end being aware of it.

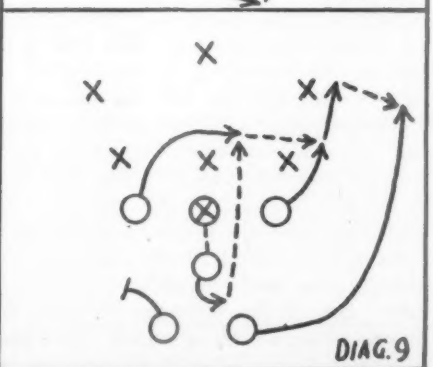
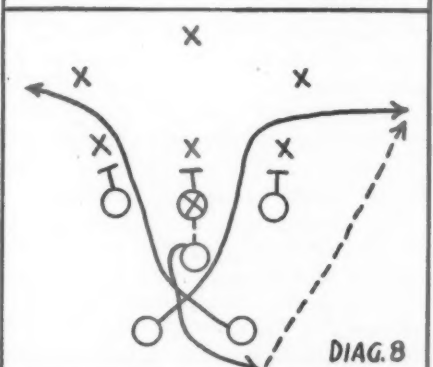
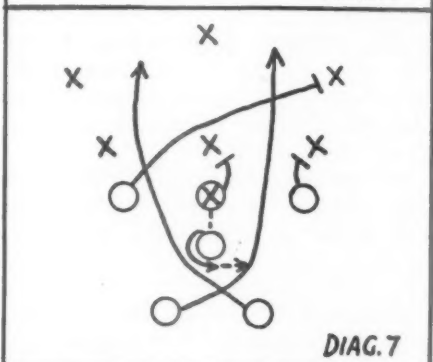
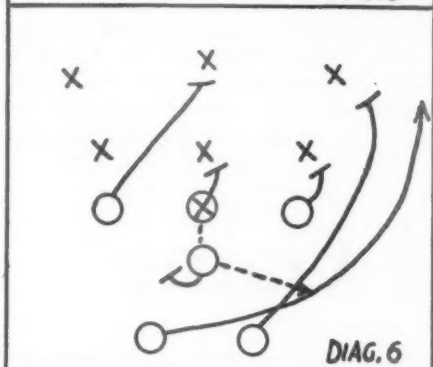
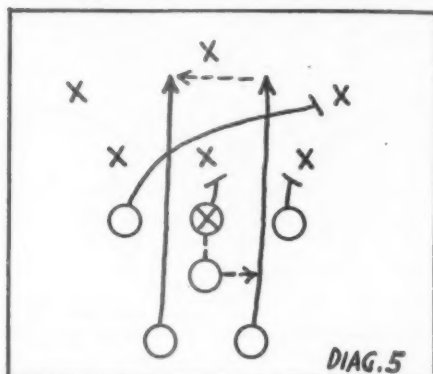
The quarterback counted the 1-2-3 for the shift until everybody had the rhythm. After that there was no count. As soon as the shift was completed, the quarterback started counting his charging signals. We used single digits not in sequence. For example, "7-3-5-9," etc. The ball could be passed on any of the numbers.

We did not shift for our punt formation, but went directly into it from the huddle. Sometimes we used a charging signal on the punt formation; at other times the ball was passed when the tailback signaled by flexing his fingers.

If the quarterback called a "T" formation play, everybody knew that there was no shift, and the ball was passed on "Hike." If an A-L or A-R formation was called, the quarterback had to give the charging signal, and everyone knew that they would shift on the "Hike."

A "T" formation play would be called in this manner: "T" formation, end-run





right." "Got it?" "Hurry."

An A-R play would be called in this manner: "A-R end run on two." "Got it?" "Hurry." (The two refers to the charging signal.)

I like the word "Hurry" to send the players out of the huddle because it has more snap than "Hike" and avoids repetition with the second "Hike."

I have found that plays are more easily learned if they are given names instead of numbers. We used only a few plays and by merely naming them, we eliminated the necessity of numbering backs and holes.

A few of the plays that worked successfully for us are shown.

Diagram 5—"T" formation—Quick opening right. The same play may be made to the left. The left half goes through for a lateral down the field.

Diagram 6—"T" formation—End run right. The same play may be made to the left.

Diagram 7—"T" formation criss-cross right. The same play may be made to the left. The right half goes first. The quarterback fakes the ball to the right half and gives it to the left half. The ball-carrier may go either inside or outside the end. After passing the ball, the quarterback runs back.

Diagram 8—"T" formation criss-cross pass. The right half goes first. The quarterback fakes the ball to both backs, then runs back and throws to the left halfback. The left halfback must run low as if he has the ball, then he cuts sharply to his right and outside the defensive back.

Diagram 9—"T" formation quick pass. The quarterback steps back and passes the ball to the left end who laterals to the right end who, in turn, laterals to the right half.

Diagram 10—A right end run (same play from A-L). The ball-carrier must start fast and run hard. Speed is essential.

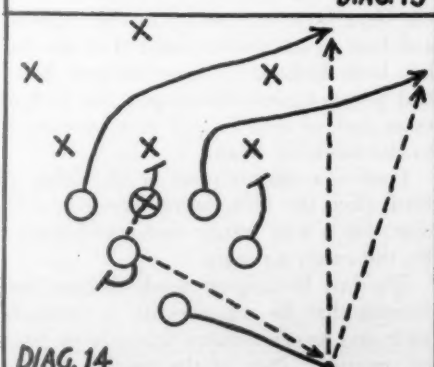
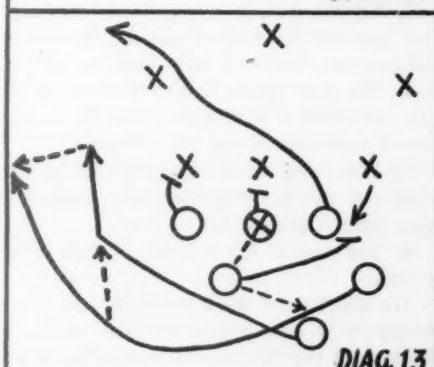
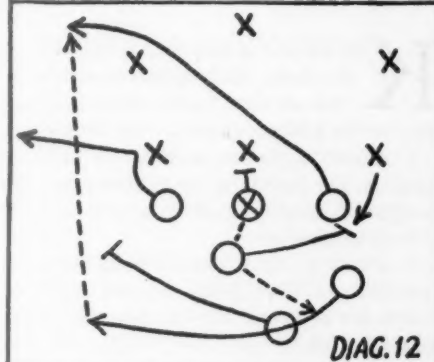
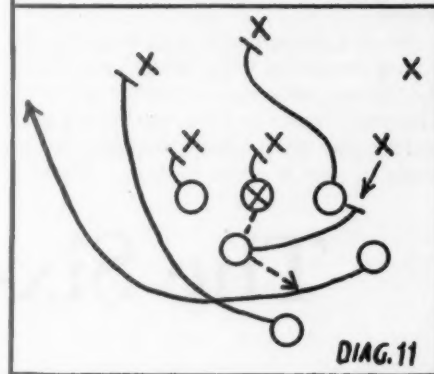
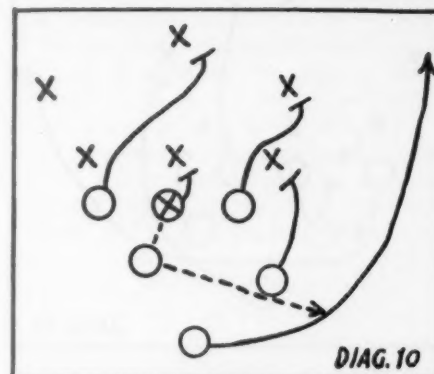
Diagram 11—A-R reverse (same play from A-L).

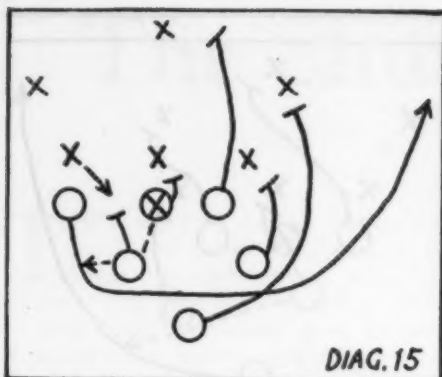
Diagram 12—A-R reverse pass. We did not use this play from A-L. The right end goes out to the defensive right half just as he does on the *reverse play* and fakes a block at him, then cuts behind him to take the pass.

Diagram 13—A variation of the A-R reverse pass. The left half has been blocking on the preceding pass. On this play he fakes a block and gets out into the flat for a pass. He may lateral the ball back to the thrower.

Diagram 14—A-R pass. The quarterback and the right half block for the thrower.

Diagram 15—A-R end around (same play from A-L). After passing the ball to the left end, the quarterback blocks the defensive right end. You can get good blocking ahead of this play. If you have a fast end, the play should be very suc-



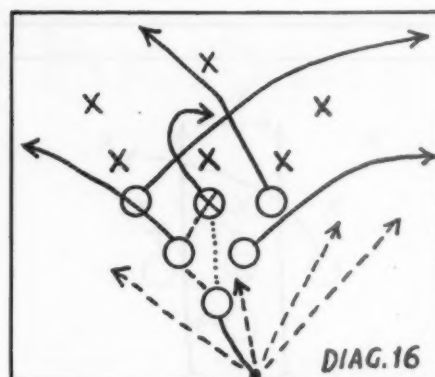


cessful.

We had success with a pass play from a punt formation where everybody except the thrower went out as possible receivers. This play, shown in Diagram 16, is a good scoring play when a team is desperate and needs to pass in order to score. There is

no blocking on this play. The tail-back retreats fast and deep so that he can get his pass away before the defensive linemen get to him. If the ends rush him, someone on his team is sure to be open. The value of having an indirect pass to the passer is that he can run with the ball, if the defense traps him and not rush from the outside.

I had twenty boys working with six-man football during the past year. All of them had played football in high school and six of them had won numerals in freshman football. This has been their first experience with six-man football, however, and all of them said that they liked the game as well as, or better than eleven-man football. About 500 coaches, players and principals witnessed our demonstration game of May 20th. All of them with whom I talked were much surprised and highly pleased with the game. Most of them had



thought of six-man football as something akin to touch football, or a soft game for "sissies," as one coach put it. I mention these things to show that six-man football is *Football* with all its thrills galore, but on a scale so that the sport is available for all of the boys in all of the schools.

The Six-Man Kicking Game

By Kurt W. Lenser
High School, Stratton, Nebraska

KICKING is important in six-man football. Among the reasons why the six-man coach should devote time to the kicking game are the following:

1. Accurate placing of kick-offs to weak men on the receiving team decreases the danger of long kick-off returns and possible touchdowns.

2. Punting out of bounds eliminates the possibility of long punt returns, many of which are returned for touchdowns in six-man football.

3. An offensively weak team certainly can use the services of a good kicker to compensate for lack of offensive punch.

4. The goal posts in the six-man game are twenty-five feet apart, and the crossbar is nine feet above the ground.

5. The value of a try-for-point is two points if made by successfully kicking a goal from the field.

6. The value of a field goal is four points.

We shall start with the kick-off. Certainly it is bad policy for the coach to wait until the day before the game to tell his boys how to line up on the kick-off and how to advance up field after the ball has been kicked. A poor kick-off has a bad psychological effect upon the kicking team and, of course, acts as a boomerang to the receiving team.

Lack of a definite plan, in advancing up field after the kick, leaves the gate wide open for a long return and possible score by the receiving team.

The boy kicking off needs to have confidence that he can execute a successful kick, and he can achieve this only by hours of practice. Part of the regular practice schedule should be devoted to kick-offs,

and the method to be employed in advancing up field after the kick should not be neglected.

Diagram 1 shows an advancing formation which may be used after the kick-off. X2 holds the ball on the 30-yard line,

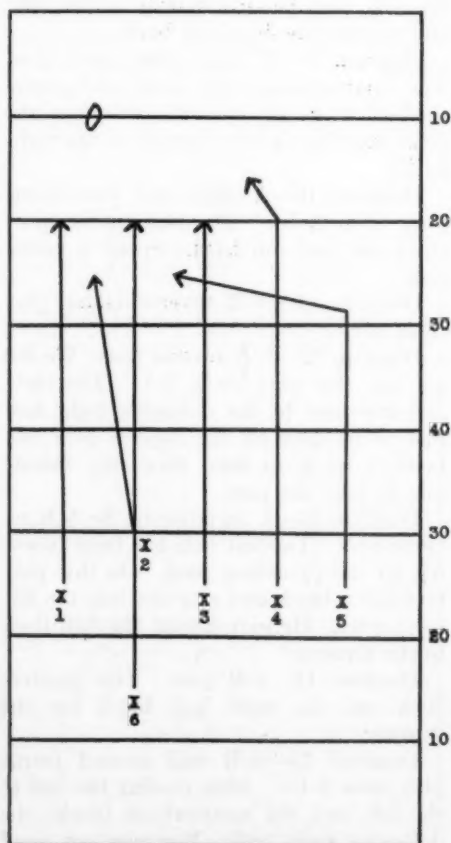


Diagram 1

ADVANCING FORMATION AFTER KICKOFF

twelve or thirteen yards in from the side line. X1, X3, X4 and X5 line up five yards behind the ball as indicated in the diagram, and X6, the kicker, is fifteen yards behind the ball.

The ball is kicked up the left side of the field, provided, of course, that the open-field runner of the receiving team is not patrolling this area. The ball should never be kicked to this lad.

A ball kicked to the left side of the field gives the receiver but two options in returning the kick; he can run to the left, or straight up field. When the ball is kicked up the middle, the receiver has three choices; up the middle, to the right, or to the left. The majority of high school boys run more effectively to the right than to the left. This is a good reason for the kick-off to the left side of the field.

The average kick-off in six-man football goes to the 10-yard line. A high kick, one that affords ample time for the kicking team to get down field on the receiver before he has full speed ahead, is desirable. X1, X6, the kicker, X3 and X4 advance straight up field, as shown in the diagram. X4 should be a fast boy. His task is to turn in the receiver if he has started to the left. X2, who has held the ball, angles up field slightly to the left, backing up X1 and X6. X5 advances straight up field, near the opponent's 28-yard line, then cuts to the left, backing up X3 and X4. X5 must keep his eyes open for a lateral play.

As will be noted in the diagram, the kicking team ends up in a 4-2 arrangement, one of the strongest six-man defenses against a running attack. This may be changed to a 3-2-1 if X3 can succeed in turning in the receiver towards the left

side line. In this event, X4 cuts to the left when he reaches the 25-yard line, and X5 brings up the rear in the safety position.

Since a successful kick for extra point scores two points in six-man football, it is obvious that time devoted to kicking field goals is time well spent. The drop kick for extra point is preferable because one more man is available for blocking. It is impossible for four men on the kicking team to furnish ample protection for a place kick. Probably the best formation for the drop kick has five men on the line, with the kicker eight or ten yards back. (See Diagram 6.) The regular punt formation may be employed. However, it has been the writer's observation that the five-man line arrangement is more successful.

Kickem is a practice drill which can be used to develop skill in field-goal kicking, both for eleven and six-man football. It may be used for both place and drop-kick practice. The boys may work in pairs on this drill.

The par is the number of kicks that a good kicker would take to drop or place-kick the ball over the crossbar from one particular spot. There are nine spots or holes to kick from, as in golf (Diagram 2). There is a par for each spot. Par for the course should be two or three kicks better than the score made by the best kicker on the squad. Par may be changed from time to time. All the boys on the squad should be given the opportunity to play Kickem. Boys can play the course in the morning before school takes up or during the noon hour. The drill can also be used for grade or junior high school boys. The coach should keep a permanent record of the scores made, and post them on a bulletin board in the school.

The course, as illustrated in the diagram, consists of nine spots, three on the 10-yard line, three on the 15-yard line, and three on the 20-yard line. Other yard lines may be used for the location of the holes. Holes 1, 4, and 7 are in the middle of the field. The remaining six holes are

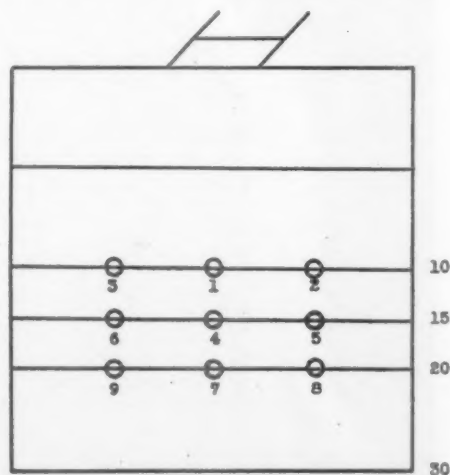


Diagram 2
LAYOUT FOR KICKEM DRILL

ten yards out from the middle, and can be located by pacing from 1, 4, and 7.

The coach should provide the boys with score cards, similar to the one indicated in Diagram 3. The "D" at the top of the card means that the boy drop-kicked. There is one column for each of the school days in the week, and an "average" column for the average score for the whole week. The cards are 5½ inches by 3½ inches in size.

At least once a week it is well for a coach to have his players practice field-goal kicking under game conditions, giving

KICKEM RECORD (D.)									
Contestant _____									
Week of Sept. 4-8									
HOLE	PAR	M	T	W	Th	F	S	Av	
1	1	2	/	/	2	/			
2	2	/	2	/	/	/			
3	2	2	2	2	2	2			
4	1	/	2	2	2	2			
5	2	3	2	3	/	/			
6	2	2	3	/	/	2			
7	2	2	4	2	4	3			
8	3	2	2	3	3	/			
9	3	4	3	2	5	2			
TOTAL 18-19-21-17-21-15-18.6									
Best score last week-- 21									
Best score of year---- 20									

Diagram 3
RECORD CARD FOR KICKEM DRILL

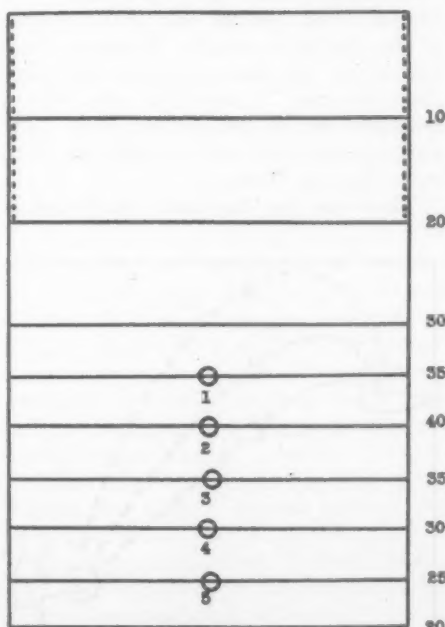


Diagram 4
LAYOUT FOR PARKEM DRILL

the kicker an opportunity to kick under fire from the various angles.

Parkem is a practice drill which may be used to develop skill in punting out of bounds. Boys do not develop accuracy in punting merely by kicking the ball.

In six-man football many punts are returned for touchdowns. The defensive safety is usually a fast, shifty, open-field runner, and, if given a little time to get moving at full speed, will chalk up a lot of yardage and touchdowns on punt returns. To punt the ball within the narrow bounds of the six-man field to a boy of this type is dangerous.

Parkem motivates the kicker, improves his kicking ability, and furnishes the coach with a check on his progress. The boy should not practice punting more than ten or fifteen minutes a day. Parkem will require twenty-five kicks by the player, which gives about the right amount of punting practice.

The boy kicks from five different spots on the field, five kicks from each spot. The spots shown in Diagram 4 are in the middle of the field on the 35, 40, 35, 30, and 25-yard lines, respectively. Other yard lines and spots nearer the side lines may be used.

The kicker aims to place the ball out of bounds between the 20-yard line and the goal line. A kick going out of bounds between the 10-yard line and the goal line counts ten points, and one going out between the 20-yard line and the 10-yard line counts five points. Kicks going into the end zone or outside the 20-yard line do not count, and are listed as "blanks" on the score card (Diagram 5). A kick bounding out counts the same as one on the fly. Stakes or flags may be set on the side lines, on the goal line, the 10-yard line, and the 20-yard line. Parkem may be played to either "coffin" corner. The score card used for Parkem is the same size as the one used for Kickem.

A word about the use of the punt in six-man football. In eleven-man football the punt is often employed on early downs. Not so in the six-man game. Seldom does a team kick until fourth down. Scoring in the six-man game is much higher, and touchdowns happen so fast that the team with the ball in its possession must hold it as long as possible. The first-

(Continued on page 46)

PARKEM RECORD				
Contestant _____ Date Sept. 4				
SPOTS	10 YD. LINE	20 YD. LINE	BLANKS	TOTALS
NO. 1	X X X X	X		45
NO. 2	X X X	X X		40
NO. 3	X X X	X X		40
NO. 4	X X	X X X		35
NO. 5	X	X X	X X	20
SCORE	130	50		180

Diagram 5
RECORD CARD FOR PARKEM DRILL

Methods and Training in Free Throwing

By Clifford Wells
High School, Logansport, Indiana

IT is excellent psychology for a coach to stress good free throwing as it gives the players confidence and enthusiasm and discourages their opponents. When one of my players makes his free throw in a game, the other players will

clap their hands, yell words of encouragement to each other and play with more zip and go. They have confidence. But when several free throws in a row are missed, the players become over anxious in all their efforts and try too hard. This is not the poise that is needed to win games.

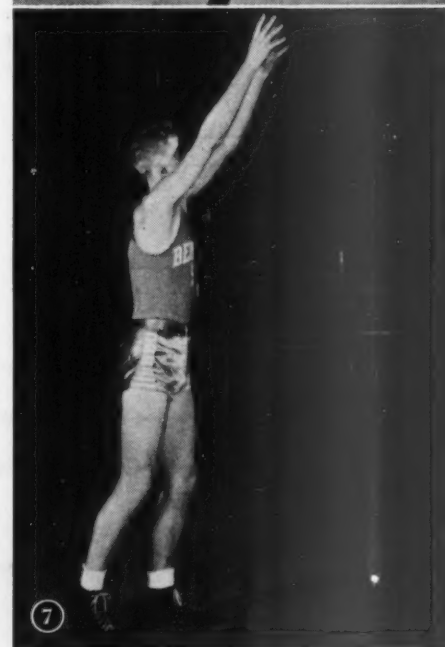
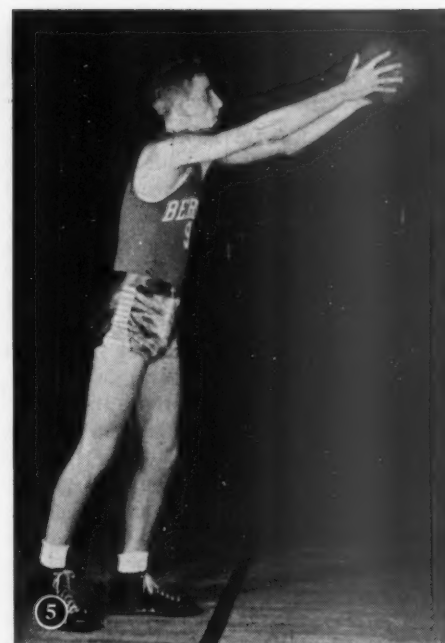
There are several requirements for a player to be a good free thrower. 1. He must be relaxed when he shoots. 2. He must have confidence in himself. 3. He must always use the same delivery and never hurry too much at any time. 4. He must practice diligently daily and try to improve his daily record of whatever amount of shots he tries.

There are three types of arch that may be used, as shown in Diagram 1. Each player must, through practice, find out which arch is best suited to him and never vary from it.

The entrance angle is best when the high arch (A) is used, but most players lose some of their accuracy if they give too much attention to the high arch and they do not get the correct distance. Arch B is best because most players combine distance with this medium arch and get more accuracy. A few players have success in "poking" at the goal on a straight line, as indicated by C.

Our players are taught to have a target which is the front edge of the ring. They are told to lift the ball over the front edge of the ring with arch B. However, if we find a boy who has a natural way other than that and he makes his free throws, we allow him to use his own style. The idea, regardless of form or technique, is to make the free throw.

There are, in the main, two forms of





shooting; the underhand shot, and the chest or overhand shot. There are many variations of these two styles.

There are three fundamental positions of the player's feet with variations of width of stance and distance of feet from the free-throw line. Illustration 1 shows both feet about ten inches apart within one inch of the free-throw line. The important thing is that the free thrower must have a good balance and a feeling of security and not one of awkwardness. In Illustration 2 the left foot is within an inch of the free-throw line while the right foot is back. This right foot varies in distance from the free-throw line to suit the player. It must be placed so that he feels comfortable and has his balance. In Illustration 3 the right foot is within one inch of the free-throw line and the left foot varies in distance from the free-throw line to suit the player's balance. The reason that I have the player put his foot within one inch of the free-throw line is so that he will have the same distance to throw each time and so that he will not be disconcerted by an opponent pointing at the position of his foot during a game.

In the underhand shot the player brings the ball down close to the knees, bent slightly. Then with both hands he swings the ball upward and forward, imparting a slight spin on the ball, and follow-through with the hands. The ball is grasped by the fingers and thumbs and all are spread out on the ball, as shown in Illustration 4. Then the arms are extended, as in Illustration 5. Note the down-swing of the arms and ball in the crouch, as shown in Illustration 6, and the follow-through, as shown in Illustration 7. The elbows are not bent outward, but extended straight away in an easy swinging position. The eyes are kept on the goal with the start of the down-swing until the goal is made or missed. The lift changes the position of the thumbs from an almost horizontal position to an erect one. The heels leave the floor and the shooter is on his toes. I believe that this is the most accurate shot for most players.

Illustration 8 shows the position of the fingers and thumbs on the ball for the overhand shot. The hands palm the ball in this type of shooting, whereas the fingers and thumbs do all the holding of the ball in the underhand shot.

When throwing the overhand shot, the player should take his stance with the ball, as shown in Illustration 9. He should then



bend his knees and pull his arms down, as shown in Illustration 10. Then straightening up and forward, he should push the ball toward the goal, as shown in Illustration 11.

One style of shooting free throws that a very successful Indiana coach teaches, is as follows: He has the boy toe the free-throw line and hold the ball with both arms stiff and rigid, as shown in Illustration 12.

The boy bends at the hips only and holds his arms stiff, as shown in Illustration 13. His head is held steady and his eyes follow the ball. Then on the upswing his eyes look at the goal as the ball is thrown goalward, Illustration 14. The player's arms and knees are stiff at all times in this style.

In our practice each boy will shoot about ten free throws just before we start

our scrimmage. We do not stress the number of free throws as much as we do painstaking effort in each throw. Fouls are called closely in scrimmage so that the players will get many opportunities to practice shooting free throws. Then each boy is required to make ten free throws before he goes to the shower at the end of the scrimmage. Sometimes we have

(Continued on page 45)

Ruling on Fouls Committed Behind the Goal Line

By Meyer Morton
Western Conference Official

FOULS committed behind the goal line are most confusing and seemingly complicated. It is believed that the following classification is both clarifying and simplifying in understanding them and the rulings to be made thereon.

The two major classifications are: (1) When the ball is free; and (2) When the ball is not free.

I Fouls Committed Behind the Goal Line When the Ball Is Free

These may be sub-classified into the following four divisions:

(a) Fouls committed by Team A behind Team B's goal line.

(b) Fouls committed by Team B behind its own goal line.

(c) Fouls committed by Team A behind its own goal line.

(d) Fouls committed by Team B behind Team A's goal line.

A foul committed behind Team B's goal line by Team A when the ball is free (Diagram 1). This is always a touchback, subject only to the one exception hereinafter noted, viz: running into or roughing the kicker. (Rule 9, Section 6, Article 1, Item 6, Page 45) and (Rule 10, Section 2, Article 2, Page 48.) The reason for this is evident, for if the foul had been committed on the field of play, the penalty would be loss of ball to the opponents at the point of the foul. Applying that rule behind the goal line, the enforcement of the penalty would give Team B the ball behind its goal line and it would consequently be a touchback.

If a foul is committed by Team B behind its own goal line when the ball is free, (Diagram 2), it is a safety, (Rule 9, Section 4, Article 2, Page 42) for, applying the analogy as if the foul had been committed in the field of play, the penalty would be enforced from the point of the foul and, if so enforced, it would give

Team A the ball behind Team B's goal line and thus be a safety. There can be no touchdown awarded on this kind of a foul and a safety is, therefore, the only score that can be allowed.

Fouls committed by Team A behind its own goal line when the ball is free (Diagram 3). If, when the ball is free, Team A commits a foul behind its own goal line, the enforcement of the penalty results in giving the opponents the ball behind Team A's goal line. This is a safety. (Rule 9, Section 4, Article 2, Page 42.)

Fouls committed by Team B behind Team A's goal line when the ball is free (Diagram 4). If Team B commits a foul behind Team A's goal line when the ball is free, it would result in giving the ball to Team A behind its own goal line, and this is a touchback. (Rule 9, Section 6, Article 1, Item 6, Page 45.)

There is one exception to these rulings, and that is when the kicker is run into or roughed behind the goal line. This is a specific penalty and is enforced from the spot where the ball was put in play, regardless of the fact that the ball is free, and, as the ball was always put in play in the field of play, the penalty is enforced from some point in the field of play and the ball cannot, on the enforcement of a penalty, be carried across the goal line. It follows, therefore, that the enforcement of the penalty would leave the ball in the field of play and so it

cannot be a touchback. (Rule 10, Section 2, Article 2, Pages 48 and 49.)

II Fouls Committed Behind the Goal Line When the Ball Is Not Free

As to these fouls, the same sub-classification may be made as was made above when the ball is free.

(a) Fouls committed by Team A behind Team B's goal line.

(b) Fouls committed by Team B behind its own goal line.

(c) Fouls committed by Team A behind its own goal line.

(d) Fouls committed by Team B behind Team A's goal line.

Fouls committed by Team A behind Team B's goal line when the ball is not free (Diagram 5). These fouls are penalized from the spot of the foul, (Rule 12, Section 1, Page 52) and under this sub-classification a seemingly inequitable situation might result. If, after the enforcement of the penalty for the foul, the result would be that the ball is left in possession of Team A behind the opponents' goal line, whereas the ball is actually declared dead in the field of play, Team A would benefit by its own foul. The remedy for this situation is for Team B to decline the penalty, thus leaving the ball in the field of play in Team A's possession, rather than behind the goal line. If, however, Team A succeeds in carrying the ball over the goal line on such a play and the ball is declared dead in the end zone, and the enforcement of the distance penalty for the foul still leaves the ball behind the goal line, then Team A has earned the touchdown. It should be noted that the touchdown is allowed regardless of the fact that Team A has committed a foul on the play, rather than by virtue of the foul or the enforcement of the penalty. The evident reason for this is that the making of the foul has no bearing on the scoring of the touchdown. (Question 50,

SINCE this article appeared in the October, 1935, issue many requests for copies have been received both from officials and coaches. Mr. Morton has brought the article up-to-date, making a few necessary clarifications. Additional copies of this article will be furnished for officials' meetings if requests are sent at once to the office of this publication.

Page 79, of Rule Book.) There is one exception to this rule, viz: interference

by Team A on a forward pass behind Team B's goal line. This is a touchback by specific rule. (Rule 9, Section 6, Item 5, Page 45. Rule 7, Section 5, Article 4. Penalty 1, Page 32.)

Fouls committed by Team B behind its own goal line when the ball is not free (Diagram 6). The penalty for such foul would place the ball behind the goal line. As this would result in giving Team A the ball in B's end zone, which cannot be done, the ball is moved to the one-yard line unless it was put in play on or inside the one-yard line, in which case, the penalty is one-half the distance to the goal line from the spot where the ball was put in play. (Rule 12, Section 2, Article 3, Page 53.) There is an exception to this

rule, viz: an illegal forward pass made by
(Continued on page 42)

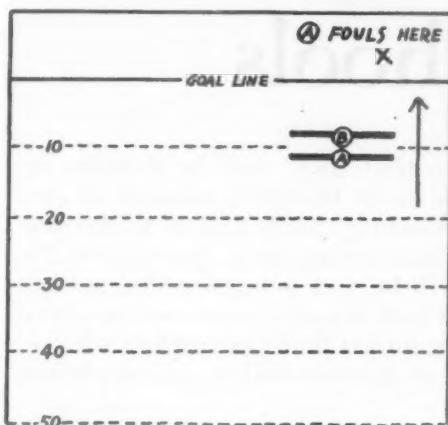


Diagram 1

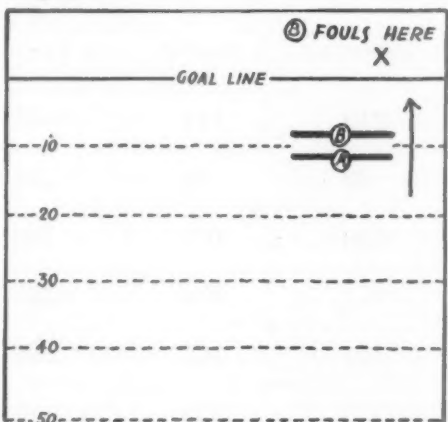


Diagram 2

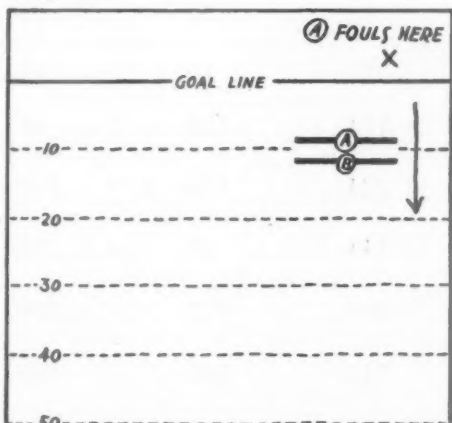


Diagram 3

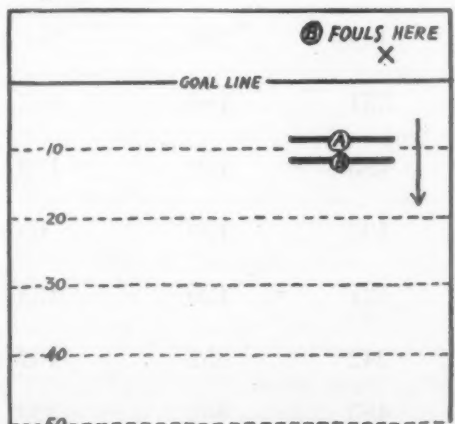


Diagram 4

Diagram 1

Ball is free.
A foul's in B's end zone.
Ruling: Touchback.

Diagram 2

Ball is free.
B fouls in own end zone.
Ruling: Safety.

Diagram 3

Ball is free.
A fouls in own end zone.
Ruling: Safety.

Diagram 4

Ball is free.
B fouls in A's end zone.
Ruling: Touchback.
Exception: Running into or roughing the kicker. Penalize such a foul from the spot where the ball was put in play.

Diagram 5

Ball is not free.
A fouls in B's end zone.
Ruling: Enforce penalty from the spot of the foul. B has a right to refuse the penalty. Touchdown may result on the play and be allowed despite penalty.
Exception: it is a touchback if the foul is offensive interference on a forward pass.

Diagram 6

Ball is not free.
B fouls in own end zone.
Ruling: Ball is put in play on 1-yard line unless it was previously put in play within 1-yard line, in which case penalty is half distance to goal line from spot where it was put in play.

Diagram 7

Ball is not free.
A fouls in own end zone.
Ruling: Safety.

Diagram 8

Ball is not free.
B fouls in A's end zone.
Ruling: Enforce penalty from spot of foul. If penalty leaves the ball behind the goal line, it is a touchback.
Exception: Running into or roughing the kicker. Enforce penalty for such foul from the spot of the previous down.

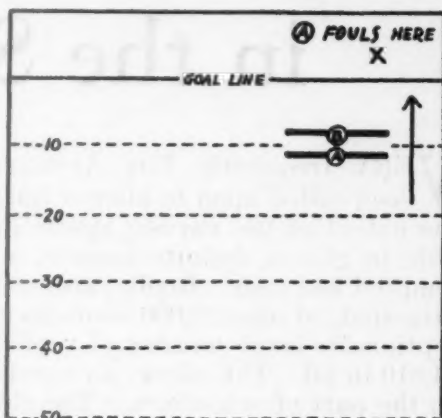


Diagram 5

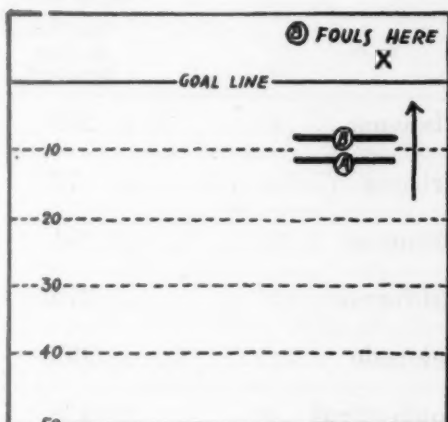


Diagram 6

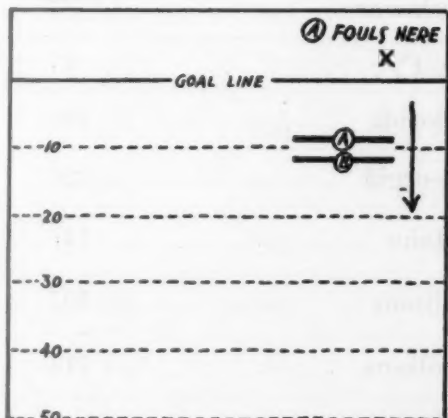


Diagram 7

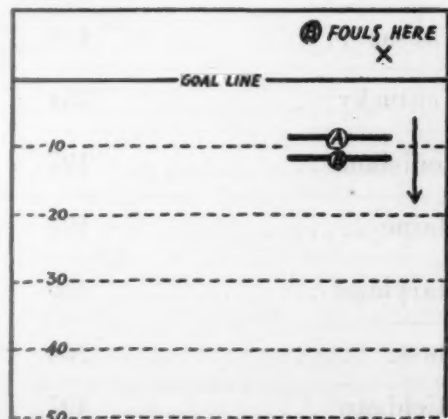


Diagram 8

A Survey of Sports in the Secondary Schools

VERY frequently THE ATHLETIC JOURNAL has been called upon to answer questions regarding the extent of the various sports activities. To be able to give a definite answer, a survey was attempted last year. Reply cards were mailed to the principals of over 20,000 secondary schools. An exceptionally large number of replies were received, 14,810 in all. This shows an excellent co-operation on the part of schoolmen. The study is to be con-

tinued this year, so that there will be definite information available as to the total number of secondary schools sponsoring sports and as to the percentage of schools sponsoring each sports activity.

Questionnaires will be sent out again this year to the schools from which reports were not received last year. It is to be hoped that our readers who receive the cards will co-operate with us in completing the report.

State	Number Replies Received	Eleven-Man Football	Six-Man Football	Touch Football	Basketball	Baseball	Track
Alabama	232	166	29	3	219	184	67
Arizona	72	46	21	2	69	52	54
Arkansas	251	84	44	4	250	163	159
California	375	298	53	21	373	338	345
Colorado	193	109	39	4	191	105	151
Connecticut	128	71	14	2	123	125	81
Delaware	33	17	6	0	32	30	20
D. C.	15	9	1	4	15	15	12
Florida	180	97	42	9	174	134	87
Georgia	226	65	35	1	224	155	169
Idaho	147	81	41	3	144	84	91
Illinois	707	247	28	4	686	431	538
Indiana	715	112	52	0	715	565	329
Iowa	858	259	70	6	847	697	304
Kansas	472	245	65	3	469	266	387
Kentucky	354	101	19	0	351	186	113
Louisiana	197	69	17	0	195	139	129
Maine	107	48	9	1	103	100	65
Maryland	159	29	11	4	127	120	133
Mass.	264	179	28	0	242	252	162
Michigan	497	283	48	12	483	432	323

State	Number Replies Received	Eleven-Man Football	Six-Man Football	Touch Football	Basketball	Baseball	Track
Minnesota	489	239	152	14	484	314	298
Mississippi	200	112	31	0	199	146	121
Missouri	565	132	52	7	545	401	384
Montana	163	60	75	0	162	61	133
Nebraska	425	187	84	3	410	211	349
Nevada	40	13	12	0	38	19	31
New Hampshire	82	35	7	2	81	80	34
New Jersey	245	170	15	10	237	220	177
New Mexico	101	53	28	0	101	68	78
New York	806	320	98	19	793	746	464
North Carolina	95	65	10	2	94	87	32
North Dakota	159	62	81	2	159	55	132
Ohio	938	416	94	10	935	729	601
Oklahoma	335	158	37	2	331	225	233
Oregon	196	107	53	2	192	151	125
Penn.	698	445	45	3	665	443	389
R. I.	44	29	5	6	43	43	30
South Carolina	128	77	21	1	125	106	54
South Dakota	213	69	53	1	209	127	158
Tennessee	310	134	36	4	304	195	101
Texas	893	590	163	3	868	545	815
Utah	59	34	8	0	57	41	56
Vermont	91	22	12	6	89	84	35
Virginia	234	105	22	8	230	213	113
Washington	313	210	61	8	309	249	224
West Virginia	222	163	24	0	219	113	73
Wisconsin	519	240	129	18	512	392	253
Wyoming	65	31	13	0	62	29	53
	14,810	6893	2 093	214	14,485	10,666	9265

Percentage of schools sponsoring football	46.54	Percentage of schools sponsoring basketball	97.80
Percentage of schools sponsoring six-man football	14.13	Percentage of schools sponsoring baseball	72.00
Percentage of schools sponsoring track and field		62.55	

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JOHN L. GRIFFITH, Editor

The All-Star Football Game

IN the five games played by the college all-stars and the professional teams in Chicago, the college players have won two games, tied two and lost one. The first game with the Chicago Bears in 1934 ended with a scoreless tie; the next year the Chicago Bears won 5 to 0; in the third game with the Detroit Lions in 1936, the score was 7 to 7. In 1937 the All-Stars defeated Green Bay 6 to 0 and last year defeated the Washington Red Skins 28 to 16. In the five games played so far, the all-stars have scored 41 points to the pros 36. In those five games, the professional players have made only three touchdowns.

In a way it is incorrect to speak of the all-stars as collegians, thereby implying that the professional players are not college men. The fact is, the professional players are college graduates who have had several more years' experience than the college men who have played on the all-star teams.

Since the pros have had both the advantage of game experience and what is even more important, team experience, the question naturally arises: Why have the younger college men had the better of the argument in the games so far played?

There are three factors that might be mentioned when the matter of superiority of the two different groups is considered:

First—The college men play with more spirit and enthusiasm than do the older men. Football to a professional player is a business. If he is injured early in the season, he may not be able to get into many games later on, which may mean that his salary will be reduced or discontinued. As some one has put it, the "all-stars play for keeps."

Second—The majority of the college boys who have played on the all-star teams are accustomed to hard work; they have worked their way in whole or part through college and, generally speaking, did heavy work through the summer. Further, most of the college football players engage in other sports

during their off seasons. The college men who compose the professional teams, on the other hand, do not engage in heavy work from January to the last of August. This means that they have more of a task in getting in shape than do the recent college graduates.

Some have suggested that the reason why the pro teams have not showed marked superiority over the all-stars is because the pros are older. Consequently, this means that it takes them longer to get into condition than it does the others. The professional teams average twenty-six years of age, the all-stars twenty-two years. Even if this point is valid yet the fact remains that the pros could start training early in the summer if they so desired.

Third—The all-star game in Chicago is played for the most part under college rules. There is no great difference between the rules of the professional league and the N.C.A.A. rules but the college officials make their decisions in accordance with a strict interpretation of the rules, whereas only flagrant fouls in the professional games are called. This of course means that in the all-star game the pros as well as the all-star players are not allowed to start before the ball or are they given latitude of any sort, not permitted by the code.

This editorial is being written two weeks before the game which will be played on August 30th. The team that won the championship of the Pro League last year, the New York Giants is training seriously for the game to be played on Soldier Field in Chicago. If the former college players who compose the Giant team block and tackle in this game the way that they have blocked and tackled in college, they should win. If not, the all-stars who will play college football will again be victorious.

Changing the Rules

THE attention of the public has, in recent years, been focused on the question, "Should the Courts render decisions based on whatever the judges think will satisfy the mood of the people at the moment or, rather, should decisions be made in accordance with the law?"

Some point out that changing the constitution is a slow process and, consequently, they argue that the courts are justified in changing the laws by rendering decisions agreeable to the people.

Others hold that if the people do not like any law, they have the power to change it by constitutional amendment or by some other orderly process.

In football we do not expect the umpire to render only such decisions as promise to be popular with the spectators. The football rules have evolved during the last seventy years and today it is the policy of the Rules Committee to make only minor but necessary modifications each year in the code. The rules, apparently, are quite universally popular both with the players and the public. If there should be a general demand that some certain play-

ing rule be changed, we can depend upon the Rules Committee to act accordingly. The Rules Committee is composed of representatives from eight different districts. Each man represents his constituents.

If any official attempted to administer the rules in an endeavor to please some certain group of spectators, he would not continue long as an official.

If we do not like one or more of the rules, the matter should be taken up with our representative on the Rules Committee. If any representative acts arbitrarily and refuses to serve as a spokesman for the majority in his district, the matter should be reported to the President of the National Collegiate Athletic Association. After all, football is rich in traditions. Its written and unwritten laws have helped in making it a great game. Athletic men believe in playing the game according to the rules. Perhaps others in other situations have something to learn from our nation's athletics.

Athletics and the American Scheme of Life

THAT school and college athletics possess both direct and indirect values which extend far beyond the sport field is becoming realized in different quarters. Mr. Henry C. Link the author of *The Return to Religion* in his more recent book *The Rediscovery of Man* sees in athletics training and lessons for players and spectators alike that are of no little consequence. He refers to a football game between Dartmouth and Yale in which the Dartmouth team carried the ball to Yale's four yard line. On the next three successive plays, five-yard penalties were imposed on the Dartmouth team and yet the game went on. In commenting on this Mr. Link writes:

"This is co-operation of the highest order, seldom seen in any field of life except competitive sports. Even individual players, in tennis, in track, in golf, submit themselves to the rigors and rules of the game which are more important than their competitive efforts. Competition is always subordinate to co-operation. Winning the game is always secondary to observing the rules of the game and the traditions of sportsmanship.

This voluntary subordination of himself by the individual to the rules and disciplines of the game constitutes the great virtue of competitive sports. He accepts these rules and traditions as they are, not as he thinks they should be. Having accepted them, he confines his energies and thinking to acquiring skill within these limits for co-operation. Instead of spending his time in talk and argument he spends it in action."

In the June issue of this magazine we attempted to suggest that our athletics for the most part were conducted in accordance with the principles which

constitute the American scheme of life. Mr. Link touches upon this point as follows:

"I visualize a civilization which recognizes the potentialities of the individual, and whose social measures are designed to help rather than hinder the development of personality. In such a civilization sportsmanship will not be confined to the athletic field but will be embodied in every phase of life, the classroom, the family, the community, the nation. This civilization will make competitive sports the very foundation of its educational system, because herein the lessons of sportsmanship, of impersonal disciplines, of social co-operation, of energetic competition, in short, of personality, are so effectively learned."

Our athletics are worth while from a standpoint of health and physical efficiency and because they provide youth with an opportunity to seek adventure under supervision, if for no other reasons. When we think, however, of the larger implications we certainly do not need to apologize because we are engaged in coaching, supervising and administering athletic games in the American educational institutions.

100 Per Cent Effort

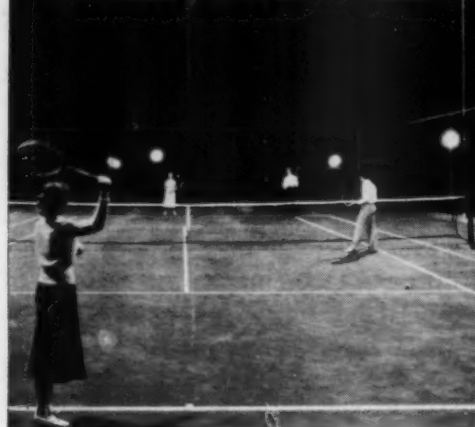
SOMETIME prior to his death in 1907, Professor Charles A. Gorman of Amherst College, in one of his classroom lectures entitled "The Training of a Boy" made the following observation which is of interest today as it was in his day:—

"In studies, only 50 per cent is required to pass, but college games do not put the bars so low. They demand the very best a man can give, better than any one else can offer. No favor is shown. Mistakes are not passed over. Errors are reported the length and breadth of the land. Here is the discipline suited for this formative age. It throws the boy on his own resources and makes him efficient. It means manhood.

"The same is true of other outside college enterprises. Think of the Glee Club standard as compared with that of the classroom; think of a singer striking only 50 per cent of the notes on time, and yet holding his place in the club. Just contrast the work done in the classroom with the time spent and the work done in the intercollegiate debates or dramatics. Do you wonder that the one is sneered at while the other is worshipped? What might we not do for young men if only we adopted the standards and the same tests that they instinctively set for their outside work?"

How true it is that the boy who tries out for a football team knows that nothing but 100 per cent effort on his part will avail. The passing mark in football is not fifty or seventy-five. One boy's performance may not be as good as another's but the coach demands the best that is in a lad, and, on the athletic field, the athlete attempts to deliver his best.

LIGHTING THE TENNIS AND BADMINTON COURTS



By E. B. Karns
Illuminating Engineer

THE rising popularity of tennis has caused many a municipal or country club manager, many a university or high school athletic director, and even private owners to cast about for a means of relieving the crowded courts and of distributing more fairly the playing time. Correct, adequate illumination doubles the popular hours of play, adds zest to the game—solves these problems fully.

A well-floodlighted court renews interest and enthusiasm in the game. All sets now can be completed, regardless of sundown; no eyes need strain to follow the ball in the twilight; evening coolness heightens the joy of playing.

The success of tennis court lighting depends upon the methods of lighting, and upon the in-built quality of the equipment used. It is distinct economy and wise foresight to consider carefully the performance, permanence, and ease of maintenance of any apparatus before purchase.

Methods of Lighting

Two methods of tennis court lighting will be described herein. One, and probably the more desirable, is by the use of floodlights mounted on poles. The second, and quite satisfactory, yet economical, is the use of overhead lights suspended from an overhead messenger cable. Many installations by each method have been made and proved most successful.

Floodlighting

Modern practice recommends that tennis court illumination levels be 20, 30 and 50 footcandles approximate average. The selection of any one intensity will depend upon the funds available for the installation and the class of play involved. Average intensities from 17.5 to 30 footcandles will provide adequate illumination for tennis as played in playgrounds, parks, high

schools or other recreational centers. Tournament, inter-collegiate and professional play should use higher illumination levels of 35 to 50 footcandles averages.

The floodlight layout as shown in Diagram 1 has been based on minimum intensity requirement of approximately 20 footcandles average over the court. The methods of obtaining higher intensities, when required, will be described later in this article.

The layout uses eight (8) 1500-watt, either open or closed floodlights, mounted at least 30 feet above the ground level. It is recommended that one medium (approximately 45°) spread floodlight be lo-

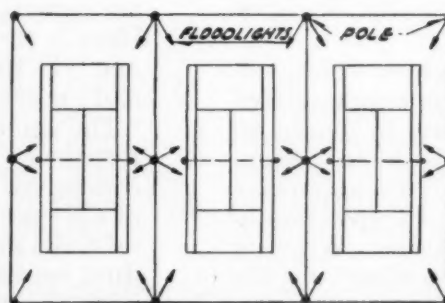
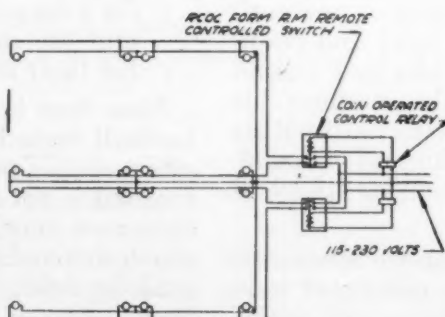


FIG. 1



cated at each corner of the court and that two wide (approximately 90°) spread units be located on each side of the center of the court, as shown in Diagram 1. The wide beam units are to be used to illuminate the net and service courts. The medium spread units to illuminate the back courts and the service lines. The combination of the eight units will provide even illumination for the entire tennis court.

It is recommended that the 1500-watt lamps be rated at 115 volts and operated on 115-volt circuits. As the life of the lamp is approximately 1000 hours, this represents the most economical operation.

Higher Intensities

When higher intensities are required without increasing the number of floodlights installed, 105-volt lamps should be substituted for the 115-volt lamps. This results in a 10 per cent over-voltage condition, increasing the light output 35 per cent, while the wattage increase is only 16 per cent. The rated life of the lamp decreases to approximately 300 hours. This practice would provide approximately 25 to 27 footcandles, which might be desirable for special events or match play.

For still higher intensities for fast match play, the number of floodlights at each location should be doubled.

Individual Control

The trend in tennis court lighting is to operate each court separately in order to save power consumption when comparatively few courts of a multiple group are in use, or where the players share in the expense of lighting. It is recommended that each court be wired separately. Separate circuits should be run to each tower

(Continued on page 48)

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Fundamentals of Coaching Tenure

By Arthur L. Richter

Superintendent of Schools, Northport, Mich.

AS I recall my coaching days and my contacts with athletic coaches since that time, one of the dominating characteristics that stands out in my mind about the profession is the average coach's chronic feeling of insecurity of position. In all fairness, we must admit that probably no teacher in the school is really as consistently "on the spot" as the athletic coach. Win or lose, the athletic director of "old Siwash" annually stands a good chance of losing his job and his tenure is probably 75 per cent of a probationary nature. Newspapers daily carry stories of coaches losing or resigning their positions and give ironic testimony that some one is doing a poor job of evaluating the true purposes of athletics and that wins and losses and a great many other invisible factors are constantly operating both for and against the average coach.

Diplomacy Pays

One of the most startling observations often made in the field of coaching tenure is that each year we see many coaches with winning teams lose their jobs and see other coaches with mediocre success in the percentage column perennially hang on to their positions. It has been the writer's pleasure to have been associated with a great many coaches over a period of several years and to have observed what he considers some of the reasons why some athletic coaches are retained and why others are discharged.

The athletic coach is undoubtedly dependent upon more people for his success than he often considers. The first friend that he must make and retain is usually the superintendent of schools. There is no person in the coach's many acquaintances that can be of more genuine value to him than his superintendent. He is completely dependent upon the superintendent for the final approval of his athletic policies, for extra funds and equipment, for assistance of all kinds, and for academic and staff assignments. Furthermore, it is only the superintendent who can soften the sting of defeat on the athletic field and protect the coach from ill-considered dismissal when the local barber shop board of strategy decides that the high school has lost too many games this year and a "house-cleaning" must take place in the athletic department.

The superintendent is in a key position to use his influence with the Board of Education to remind its members of the true purposes of athletics and to indicate that, although the school athletic teams

may have lost several games during the current season, the coach has been very successful in character building and other branches of his work. The paradoxical contrast in the picture is that actually, while most superintendents are not primarily interested in the win-and-lose aspects of athletics and in most cases will "go to bat" for the losing coach, the average coach is often suspicious of his superintendent and feels that he is the one to blame for his dismissal, if it should occur. There appears, in too many schools, a general lack of mutual understanding and confidence between coach and superintendent. Too often the superintendent is considered an academic "fuddy duddy," uninterested and even somewhat opposed to athletics and merely one who must be tolerated by the athletic department. As a matter of fact, most superintendents recognize the athletic department as one of the major departments in the school, reaching more pupils and parents than any other one department and they are highly interested in the success of the department as well as in that of the director in charge.

Public and Newspaper Relations

The second place in the community in which a coach must succeed is with his public and newspaper relations. Too often a beginning coach comes into a community fresh from three years of college "stardom" and attempts to convey the impression that the community is highly honored by his accepting a position on the local faculty, that his predecessors were a bunch of "hams" woefully weak on teaching the famous coaching fundamentals, and that he has heroically arrived in town to save the day and to assure the school of immediate and automatic athletic supremacy. While it is absolutely necessary for a coach to be confident of himself and his methods, and while it may be natural to disagree with other systems of athletic teaching, one must realize that every coach leaves at least a few friends in town and that people are quick to resent a "big shot" attitude and do not want old friends insulted by a newcomer. The public is continually watching the athletic coach and an attitude of quiet confidence and assuredness, mingled with an attitude of respect and humbleness toward the other fellow, cannot be too strongly recommended. Every coach needs the united support of the public and the local newspaper, for, if the tide of discontent becomes too strong, even the most loyal and

sincere superintendent cannot save the coach from the "ax." Boards of education are strongly influenced by what newspaper men and other people say about athletics.

Good Will of Fellow Faculty Members Is Valuable

Other valuable and worthwhile friends who will contribute to a coach's success or failure are his fellow faculty members. With the tremendous pressure now placed on winning games and with a lack of correlation between physical and academic work, it is easy for the coach to overlook the more intellectual departments and, in cases, even attain an attitude of disrespect for them. Coaches must appreciate that classroom teachers are fellow professional workers and that they cannot get far without their good will. It pays large dividends for the coach to drop in the classroom to see what the kindergarten or geometry teacher is doing or to take time to attend an occasional debate or musical production. If more coaches would go out of their way to know the work of the classroom teacher and really get his or her point of view, we would see fewer eligibility problems and less jealousy on the part of teachers over the higher salary that the coach generally receives. Most coaches confess that, after they have tried patronizing the work of the academic teacher, they really enjoy their excursions into these other branches of education.

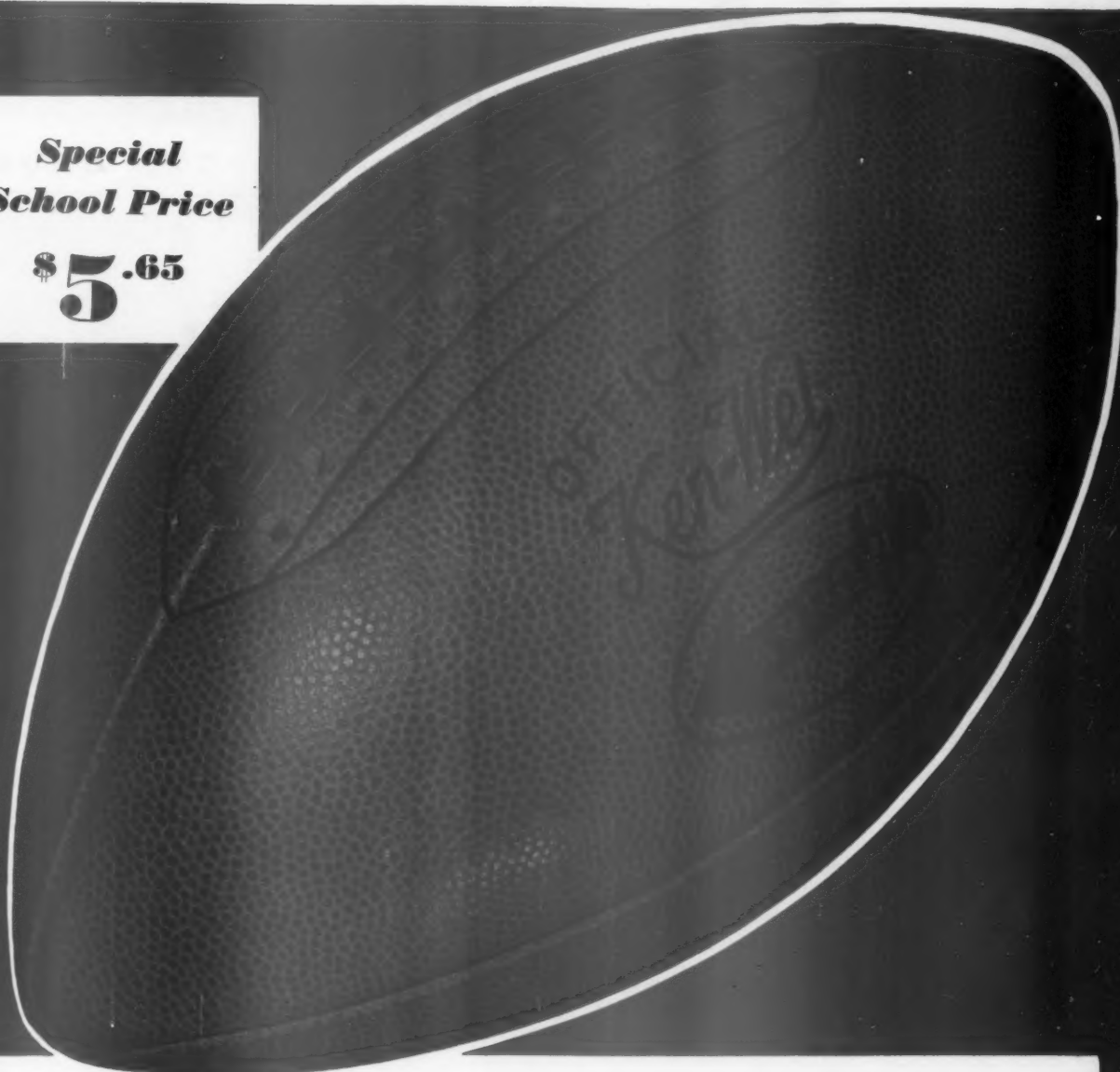
Equally important with making good with his own faculty, the coach must be accepted by members of his own coaching fraternity. Experienced coaches will testify that one must necessarily be known as a "regular fellow" by other coaches in his athletic league or neighborhood in order to get along. Like any other professional worker, the athletic director is often judged by his rating among his fellow professional coaches. If he is at odds with every other coach in the neighborhood, even the loyal "fan" will tend to feel that the majority may be right. Of specific importance is the fact that all schools have lean athletic years as well as good years and in lean years the opposing coaches may make things unnecessarily unpleasant for a coach by large scores and crushing defeats while, on the other hand, they may reciprocate the favor done them in the past by not "pouring it on" too thickly in front of the home-town crowd.

I once saw a very promising and excellent coach ruined because he came into a high school, inherited an unusually fine

(Continued on page 45)

**Special
School Price**

\$5.65



Why Spend 2 or 3 dollars more

than you need to pay—on every official football you buy? The Ken-Wel Arrow Official ball has *everything* . . . except high price. Built *exactly* to Official Specifications in size, shape, weight.

Cut from the choicest part (the "bend") of finest grade pebbled cowhide. Fitted with best molded rubber valve bladder.

Why the low price? Standardization—large volume—modern production methods.

Put *one* Arrow ball into play. *Compare* its service with *any other*. You'll *prove* it's the "budget saver" you've been looking for.

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Please send me a sample of leather used in Arrow Official footballs, and name of nearest dealer.

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RIDDELL

THE HOUSE OF QUARTERS

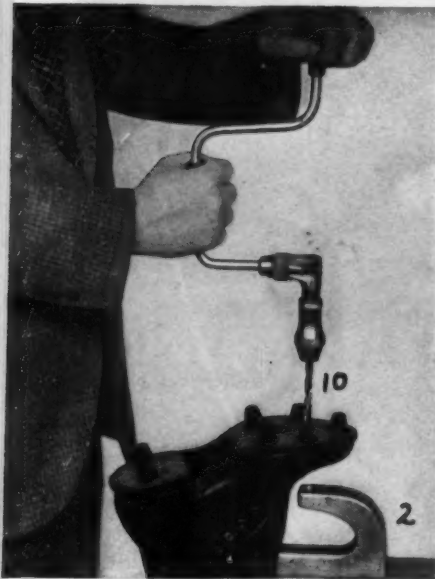


Fig. 3

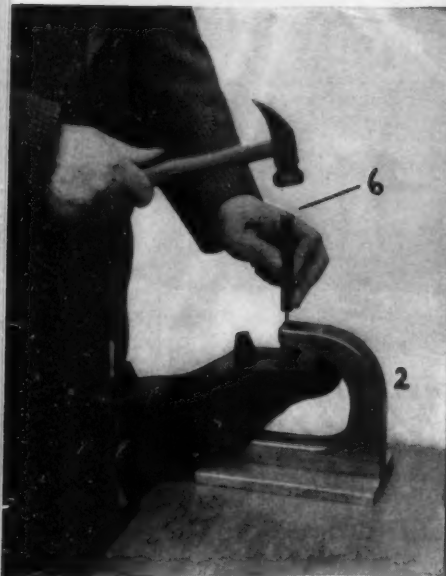


Fig. 4

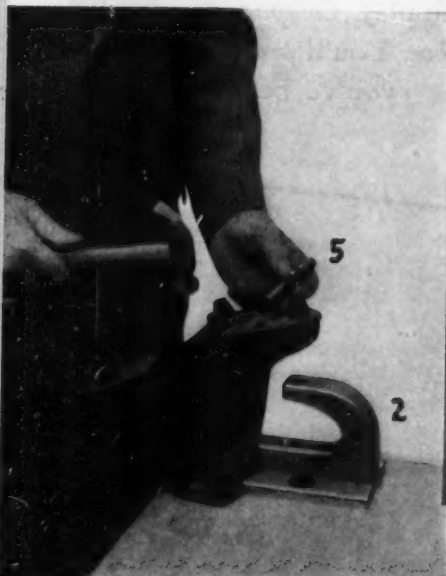


Fig. 5

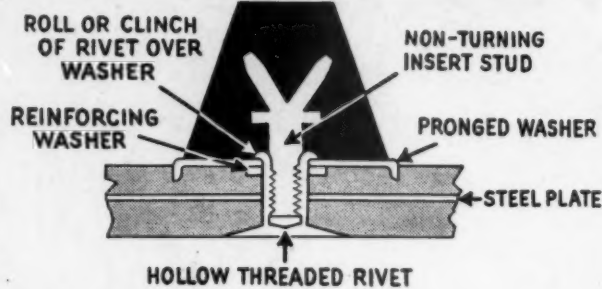


Fig. 1

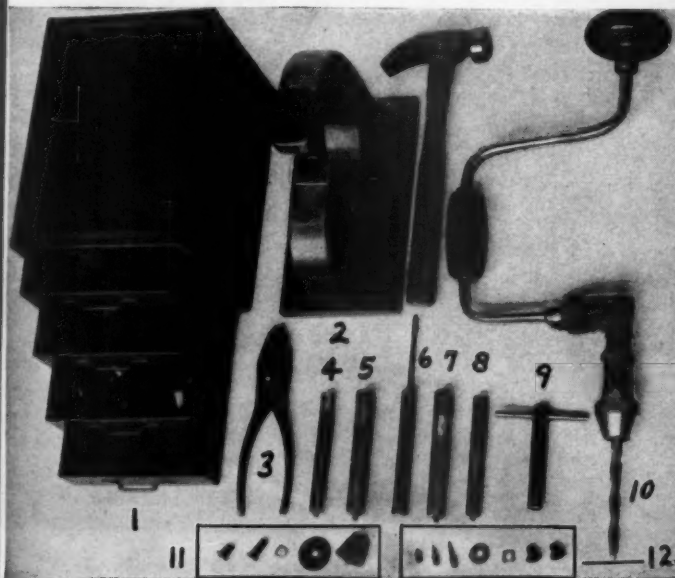


Fig. 2

The above construction we have had since 1923 and have used it to anchor spikes in our track shoes for the past 12 years. We believe it is the soundest construction yet produced for football or track shoes and with the above repair kit is the easiest to repair.

DIRECTIONS FOR REPAIRING A RIDDELL TRACK SHOE OR A RIDDELL FOOTBALL SHOE WITH MALE CLEATS

1. Read list of tools first.
2. Take football shoe and ream off the flange or clinch (Fig. 1) of the rivet over the washer. This can be done by using drill (No. 10) either in a drill press or in a hand drill or in a carpenter's brace as shown in Fig. 3.
3. Pull shoe over the lower horn (No. 2, Fig. 4) so that the rivet that you wish to knock out is over the hole in the lower horn of anvil. This can be located by putting knock-out punch (No. 6) through small hole in upper horn and shoving it down into hole or rivet which you wish to knock out, then knock out rivet.
4. Take shoe off lower horn and put in a new hollow rivet by hand.
5. Now pull shoe over upper horn (Fig. 5).
6. Put guide tool marked "F" (No. 5) over this rivet and tap it to bring the rivet up through the shoe sole (Fig. 5).
7. Now put on square washer (No. 11) and drive it down with this same guide tool (marked F) (No. 5, Fig. 5).
8. Now put on pronged washer (No. 11) and guide it down with the same guide tool marked "F" (No. 5, Fig. 5).
9. Now use the set or clinching tool marked "E" (No. 4, Fig. 6). With this set hammer rivet using upper horn as a base until you have made a nice clean roll or clinch over the washer.
10. You are now ready to put on football cleat (Fig. 7). Turn cleat down by hand as far as you can and then tighten snugly with pliers (No. 3).
11. To remove a track fixture from a sole is identically the same thing. Putting in a new track fixture you use the tools marked "T." When you are through put the track spike in by hand and turn down with track wrench (No. 9).



Fig. 6



Fig. 7

REPAIR KIT CONTENTS FIG. 2

- 1 Anvil (No. 2)
 - 1 Cabinet (No. 1) to Contain:
 - 1 Drill (No. 10)
 - 1 Knockout Punch (No. 6)
 - 1 Guide Tool for Track (No. 7)
 - 1 Clinching Tool for Track (No. 8)
 - 1 Guide Tool for Football (No. 5)
 - 1 Clinching Tool for Football (No. 4)
 - 1 Track Wrench (No. 9)
 - 1 Football Pliers (No. 3)
 - 16 only Track Fixtures—12 sole rivets 26/64"; 4 heel rivets 44/64"; 16 round washers; 16 square washers (No. 12)
 - 14 only Football Fixtures—10 only 28/64" sole rivets; 4 only 44/64" heel rivets; 14 round washers; 14 square washers (No. 11)
 - 14 only No. 1 Male Football Cleats (No. 11)
 - 12 only 3/8" Track Spikes (No. 12)
 - 12 only 1/2" Track Spikes (No. 12)
- Hammer and Brace are not a part of tool kit.
School price for complete kit (22 items) \$10.00

1939—CLEAT PRICES—1939

- Male No. 1 and No. 2 (per set 14) 30c
- Female No. 1 to No. 12 (per set 14) 30c

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RIDDELL



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Style A NATIONAL FEDERATION APPROVED\$10.00

Style 1. SCHOOL PRICE 8.00
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Style 1 Football. SCHOOL PRICE \$7.50
Outseam. SCHOOL PRICE 5.00



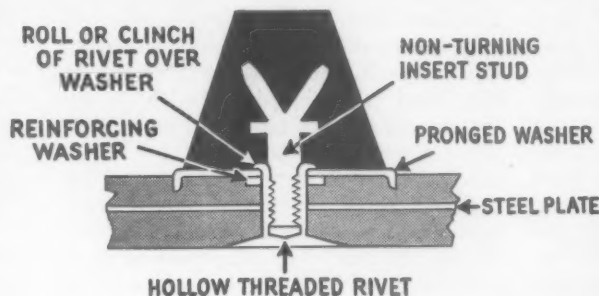
Style V Volley Ball. SCHOOL PRICE \$6.00



Style O. SCHOOL PRICE\$6.00
Style OX. SCHOOL PRICE 6.00



Style X. SCHOOL PRICE\$5.00
Style XX. SCHOOL PRICE 5.00



1939--IMPORTANT--1939 CLEAT CHANGE

The Rules Committee has made it mandatory that cleats be $\frac{1}{2}$ inch on the tread end and that they be conical in shape. The Rules Committee also has recommended that the cleats be of soft rubber and that they be "male" in type, that is the bolt in the cleat instead of projecting from the shoe. Our No. 1 Cleat since 1922 has been conical in shape, has been made of pliable rubber and has been $\frac{1}{2}$ inch on the end.

In 1922 we applied for a patent to cover our construction on "female" cleats. In 1923 we applied for a patent covering "male" cleats. This construction as far as the sole of the shoe is concerned, we have used for the past twelve years in our Track shoes. We have always felt that this was a sounder construction than the "female" type of anchorage which we have been using in our Football shoes. In short, we have felt that our track construction was sounder mechanically than our football construction.

We have wanted to change to this type of construction for a number of years, but since we were not having trouble with Riddell shoes when Riddell cleats were used on them, we could not see our way clear to go through the trouble of making the change. Now since the Rules Committee has recommended this change, we welcome it as a step forward in improving our Football shoes.

1939—CLEAT PRICES—1939

Male No. 1 and No. 2 (per set 14) 30c

Female No. 1 to No. 12 (per set 14) 30c



89 Soft Toe. SCHOOL PRICE \$10.00



Style H. SCHOOL PRICE\$9.25



Style R. SCHOOL PRICE\$8.65
Style RX. SCHOOL PRICE 8.65



Style P. SCHOOL PRICE\$8.00
Style PX. SCHOOL PRICE 8.00



Style 77. SCHOOL PRICE\$7.00
Style 77X. SCHOOL PRICE 7.00

R. Riddell, Inc. Chicago, Illinois

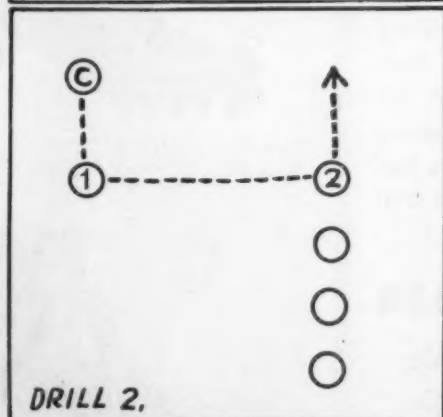
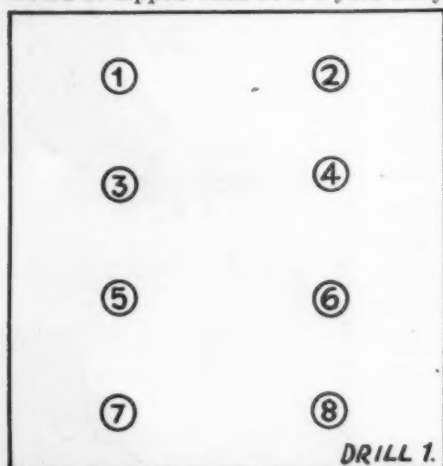
Ball-Handling Drills for Six-Man Football

By A. W. Larson, Hensel, North Dakota

IT has long been apparent that, if there is to be a winning team in six-man football, the players must be adept ball-handlers. In order to have a well-balanced team, *all* players must have training in ball-handling. It is just as important that the linemen should be good ball-handlers as it is that the backfield men should be, and I might say even more important because the opposition expects the ball-handling and carrying to be done by the backfield.

The following set of ball-handling drills should be used in connection with blocking, tackling and passing drills. Unless there is a large squad, a coach cannot risk his players in many scrimmages.

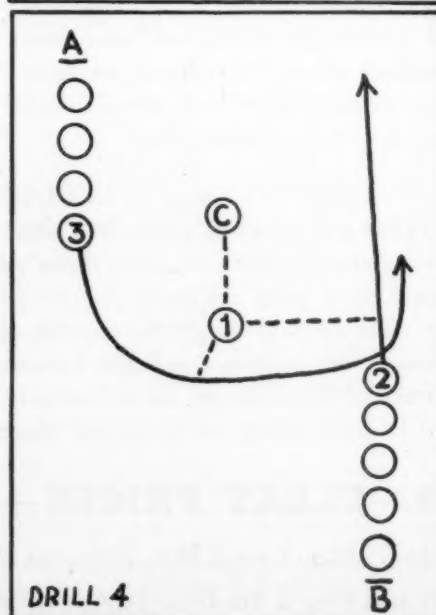
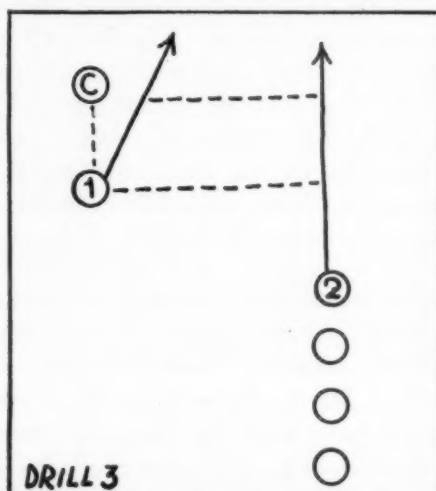
Drill 1—For this drill, the players line up in two rows. One passes to 2, 2 to 3, 3 to 4, and so on until the end of the row. After each player has passed the ball, he stops at the position occupied by the player to whom he passed. Thus the formation is kept. When 8 gets the ball, he passes it back to 7, 7 to 6, etc. The first time, the ball should be handed to the next player as the ball-carrier goes by at full speed. The second time, the pass should be flipped when he is a yard away.



The third time, it should be flipped when he is three yards away. The coach should insist on both passer and receiver going at full speed. He should stress speed, accuracy and timing and should impress on the players that fumbling, "butter-fingers," may spoil many touchdown plays. The ball should be passed and received between the belt and shoulders. Some coaches say that the pass should be high, but the pass above the belt is easier to handle and more deceptive.

Drill 2—This drill is for plunging through the line. The center snaps the ball to 1, who gets it at a regular signal count. Two starts from a position far enough back that 1 does not have to wait for him, but whirls around and gives him the ball as he goes by at full speed.

Drill 3—The center snaps the ball to 1;



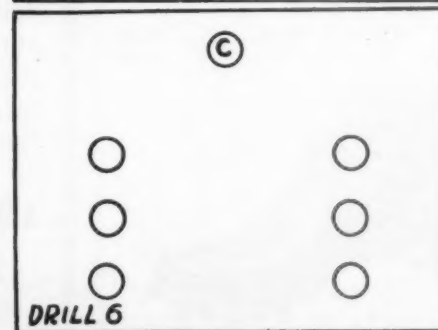
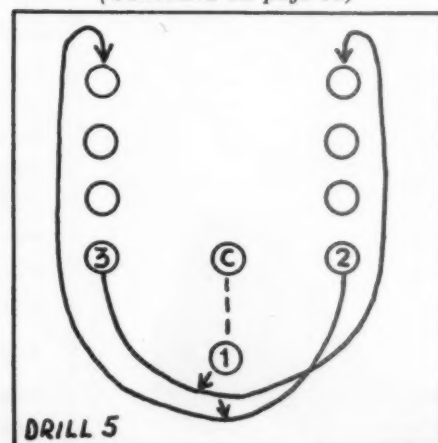
2 goes by as he did in Drill 1. One runs parallel to 2, who passes back to him just as they go past the center. One must be ready for a quick start. This also gives good training in quick starting.

Drill 4—The players line up as indicated. Two gets the ball from 1, as in previous drills. He stops, whirls and passes back to 3, who is in line with the center. Two goes to the end of line B so as to keep the two lines even. The drill is intended to develop skill in the end-around play. It should be used from both the left and right sides.

Drill 5—This drill is similar to Drill 4, with the exception that the players line up in the position of ends; the snap goes to 1 who gives it to 3 as he goes by. Two starts running and times himself so as to get the pass from 3 as they go past each other back of 1. They line up again at the end of the lines to keep the drill going.

Drill 6—This is a fall-on-the-ball and scoop-it drill. Of the two, the scoop-it drill is the more important because of the rule that a loose ball may be advanced by either team. The center tosses the ball to both sides and the players rush in while it is rolling, recover it and run. This is an important drill both offensively and defensively. The center calls "offense" and "defense" each time that he tosses the ball.

(Continued on page 55)



YOUR BOYS KNOW TIME FOR ACTION IS

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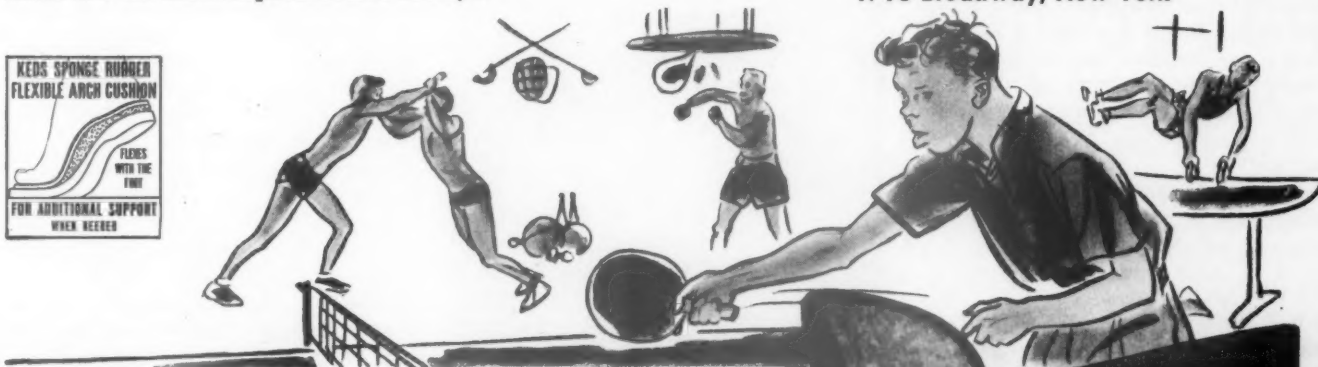
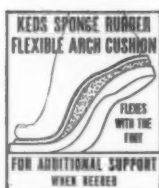
FOR BASKETBALL AND GYMNASIUM WEAR

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Public Relations for the Coaches

By Horace Renegar
Publicity Director, Tulane University

COACHES the country over know that one of their big jobs is that of handling their public relations and publicity problems.

The larger universities and colleges have specialists—publicity directors—to take care of these public contacts or relations, which largely mirror Whoosis College and Coach Doe. Many coaches, however, are handicapped in dealing with newspapers, radio stations, and the public, because they have no such specialists at their side and no budget large enough to employ one. There are certain fundamentals that these coaches may use to good advantage in handling their own public relations and publicity problems.

A coach with average intelligence and tact may do a creditable publicity job in his own behalf between his numerous other chores. I am not suggesting that he start writing the stories for the papers, editing the football program, and doing articles for the alumni review.

Yet, if I were a football coach and had or did not have a publicity director, there are certain things that I would like to know which might improve my chances of a successful coaching career. For example, I would like to be certain of the answers to such questions as:

Should I announce my football schedule as soon as it is completed or wait until the annual football dinner?

Should I tip off Bill Jones, sports editor of the Bugle, to the fact that I am employing a new assistant and let him score a "scoop" in appreciation of the nice things that he wrote defending me in his column when the Daily Ledger was criticizing me?

Should I ask the papers to make no mention of the fact that quarterback Brown was not able to practice today because of an ankle sprain and may not be ready for the big game Saturday?

Should I telephone Mr. Sports Writer on the Ledger and tell him about my change in the line-up or let him call me as Bill Jones did?

These and hundreds of other similar questions arise during the football season. They are simple to answer.

First, the coach should take the trouble to learn just what is news and what is not news; he should know the difference between *spot* news and *set* news; he should recognize a feature story when somebody points it out to him, even if he is not to be expected to have the news nose to find it.

Using primary definitions, illustrations, et cetera, I shall attempt to furnish a little handbook of practical publicity hints and

ethics for the coach who would like to get along with the press and other public relations' media.

Spot News

Spot news is something that occurs, usually unexpectedly, and must be made available to the press immediately, in order to receive the attention that it merits.

Examples: If your team captain or any other player of value to your team, suffers a serious injury in scrimmage or an injury which appears to be serious, you should have your team manager or an assistant immediately telephone each paper and radio station, giving them such details as possible and the name of the hospital to which the player is being taken, so that they may follow it up for more definite information.

If Saturday's game is cancelled because of an influenza epidemic, or the other team for one reason or another notifies you that Saturday's game is postponed, you should immediately notify the press and radio.

If you receive a notice from the Faculty Committee or Dean that such and such a player is ruled ineligible, you should immediately notify the press, explaining merely that you have been advised of the player's ineligibility and leave any de-

tailed statement to be secured by the papers from the proper academic head or committee.

If Jim Johnson fails to report for practice, that may or may not be spot news. Usually, it is not. The coach must decide for himself, after ascertaining why the boy did not report, whether he is suspending him from the team, or whether the case is strictly one of routine type. If he is suspended, that, of course, becomes spot news. If Jim Johnson is ill and under a doctor's care, that becomes spot news, if he is an important part of the team. If Jim were kept in for a late "lab," that is not news.

If a coach becomes angered and issues a red-hot verbal or written blast against a rival coach or player, that is spot news—as well as foolishness. Good, rarely, if ever, comes of such statements. I do not recall a single instance of such remarks being made by a coach that he did not regret them later, whether his remarks were true or false. There are always more dignified channels of handling such matters than these hasty or ill-tempered statements, publicly initiated.

Let it be noted and remembered here, too, by the coach, that *he* is always a source of spot news. Arguments with officials on the field furnish news, but not of the desirable type, such that would reflect credit upon the coach or his team. Arguments with the rival coach, players, or spectators are intolerable and never practiced by any thinking coach who has the interest of the game, and that of the boys, or his own career at heart. A coach deserves the resultant bad publicity which always follows such temperamental outbursts.

Set News

Schedule announcements, the naming of a new assistant coach or the dismissal of one, the election of a captain at an invitation dinner or banquet, the awarding of letters and numerals, come under the head of set news. Coaches, using ordinary tact and courtesy, rarely ever suffer headaches over set news.

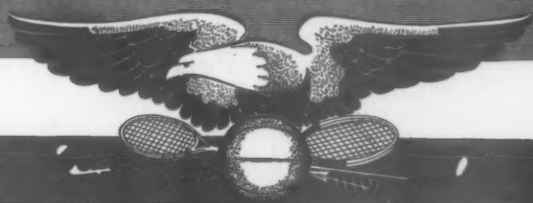
Proper invitations to all newspapers, radio stations, and other public contacts interested in the community, safe-guard the coach and insure ample publicity on such occasions.

I have found that one danger exists in the treatment of set news, that may destroy the good public relations already existing. That is whenever a news source, whether it be coach, athletic director, or

(Continued on page 53)



Horace Renegar



SPALDING SAFE-T-CLEAT SHOES

....For safety and speed

Every pair of Spalding football shoes is now made the revolutionary and exclusive Safe-T-Cleat way. They'll practically end your worries of nasty cleat lacerations. They'll cut down those injuries which often kill a team's chances in mid-season.

These flexible, light, shoes have rubber cleats which more than live up to the spirit of the Football Rules Committee recommendations. The cleats lock-screw into the shoe without dan-

gerous and bothersome metal posts with their washers and lugs.

Try these fast Safe-T-Cleat shoes this season. Use them as they are under normal conditions, or remove 2 cleats and screw in Spalding Rubber Mud Plugs when fast moving feet need real anchorage on every stride over a sodden gridiron.

They're great for low numbers on the injured list and high ones on the score board!!!

Look for the large "S" on the end of each cleat — your guarantee of quality.

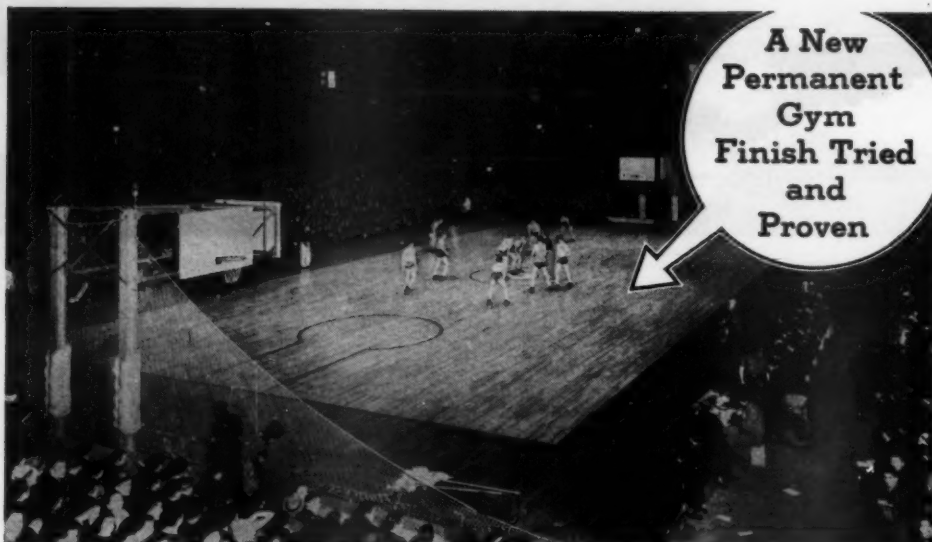


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Showing Locking Device

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FOOTBALL EQUIPMENT



The Wisconsin-Purdue game at Madison, 1938.

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when Protecto Seals are used. The wood is always protected. No dirt can become embedded in its surface.

FLOORCRAFT BLEACHER SEAL

protects your bleachers and stadium seats against weather deterioration. It is furnished in natural finish and in all standard colors.

Write for full particulars and prices. A quart trial-size can of PROTECTO SEAL will be sent for 50 cents to cover postage and packing. Specify the seal desired. Try it on your center jump circle or a classroom floor and test results.

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Gymnastic Coaching in the Colleges

By M. W. Younger
Temple University

THE basic principles of gymnastic coaching in college are many, because of the singular characteristics of the sport involved. Gymnastics in the United States is a *specialty* sport which does not give the average boy a general fundamental knowledge that is so necessary in the formation of a good gymnast. In the high schools it is only nurtured where there is a practical man in charge, who will develop initiative in his group and thus stimulate the boys' natural desires to do *stunts*. All boys like to do stunts and it is in this high school age that they do not realize the danger of a fall and do not know fear. This is the age for them to learn their tricks. All that the college coach can do is to provide extra polish and better combinations.

Supplying college gymnasts today are high schools and Turner societies. It is from these places that athletes get their first experience in gymnastic competition which is so essential in the development of a good man for collegiate competition. In my eleven years of college coaching, I have rarely seen a top-notch man developed in college alone. Usually, he has come up from high school with extra work in the neighborhood gymnasium, and then, by virtue of much more practice, becomes a finished performer.

In the last National Championships, the competitors coming from California, the Middle West and East, all were products of good school systems with supplementary gymnastic associations. In fact, it was from these associations that our Olympic material has been developed for the last few games. Gradually, however, I believe that Olympic material will come more and more from the colleges and universities.

A college coach must get material that has had at least four years of previous gymnastic experience, because of the impossibility to develop a top-man in four years of college life. As I have said many times previously, it takes six to eight years to make a gymnast champion. A boy should develop enough physically so that he can handle his body easily, that is, lift his own weight with one hand or chin himself with one arm. In addition to this, he should be a neuro-muscular type with good co-ordination. A coach should then encourage new tricks and combinations, but form and polish are most important for the collegiate team. Most of my time with the Temple gymnastic team is spent encouraging form. In the high school,

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PERFECTLY ROUND BASKETBALL

TRUE REBOUND

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NO SEAMS OR
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GOOD FOR A FULL
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TWO VALVES ASSURE BALANCE
MINIMIZE VALVE REPAIR

Built by
the Famous
WILSON
LAST-BILT
Process

"Better equipment promotes better play" is a Wilson belief and the inspiration for Wilson's outstanding leadership in sports equipment.

This new-type Wilson Indestructo Basketball is "better equipment." And it definitely promotes better basketball because it's the perfectly round ball. No other ball can equal it.

Perfect roundness is obtained by the famous Wilson "Last-Bilt" Process in which a seamless ball is built over a rigid, spherical last of absolute roundness.

This new-type ball is perfectly balanced.

Assures accurate, dependable rebounds because there are no seams or "soft" spots.

Good for a full season's play because there are no stitches, seams or edges to wear out. Two rubber valves, on opposite panels, aid perfect balance and eliminate valve repair.

An aid to better play and a decided economy. See a dealer in Wilson Sports Equipment or write us for catalog, now.

LB100—Tan pebble grain leather.

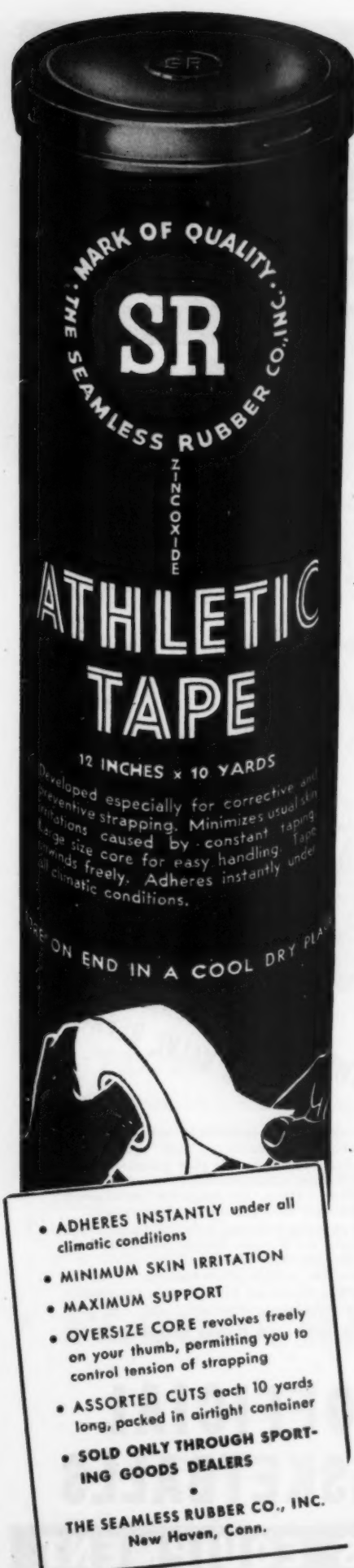
LB100W—Same as LB100 only washable WHITE cowhide.

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Wilson OFFICIAL INDESTRUCTO BASKETBALLS

"It pays to play"

IT'S WILSON TODAY IN SPORTS EQUIPMENT



tricks are most important and form is pushed to the background. In college and Olympic competition, form counts 50 per cent; combination and execution 50 per cent.

A coach should attempt to develop team spirit by having the group work together, helping each other in practice and showing the different new tricks that each has learned. Stars should develop naturally and be an incentive for the other boys to follow.

If a boy is learning a new move, maximum assistance and guidance must be given so that he does not receive any injury and thereby lose his nerve. When a new trick is learned, the performer is often over-enthusiastic and tries it over and over and it is this practice that a coach should prevent. Too much confidence in a new trick develops carelessness and this results in injury. My boys do a new trick in good form about three times and then they must try something else. If a boy loses his stunt, or has a fall, he should immediately try once more, so that he does not lose confidence in his ability.

The coach should know every one of his boys socially, physically and mentally and use this knowledge to further the success of each individual. Psychology, common sense and sometimes even force, must be used to convince the boy what is to his

advantage and what does him harm. There are no two boys alike in temperament and emotional make-up and the coach should investigate these conditions. Home life, associates, environment, meals, sleep, studies, sex life, health and hygiene and habits must be in the coach's mind to keep his boys in proper shape. In fact, he must insist upon knowing if there is any problem and attempt to find a solution. Many a meet may be lost if the coach is blind to these conditions.

In important meets, the coach must keep up the morale of his team and give confidence to the boys, sometimes using verbal force to make them do certain things which are uncertain in their minds. I always repeat the story of the coach who said: "Give me boys that have it *above the ears* (other things being equal). What is under the ears (bone and muscle) can be bought in any butcher shop." A mental superiority and spirit of the team is always necessary, especially in a gymnastic meet where a good team gets behind in the early scoring. Here it is best to tell them—"You have nothing to lose; your opponents are made of the same stuff as you yourselves—So let's fight. Give them all you got. If you lose, make up your mind that you did your best and that next time you will do better."

The High School Basketball Schedule

By Paul Taliaferro
High School, Ringgold, Texas

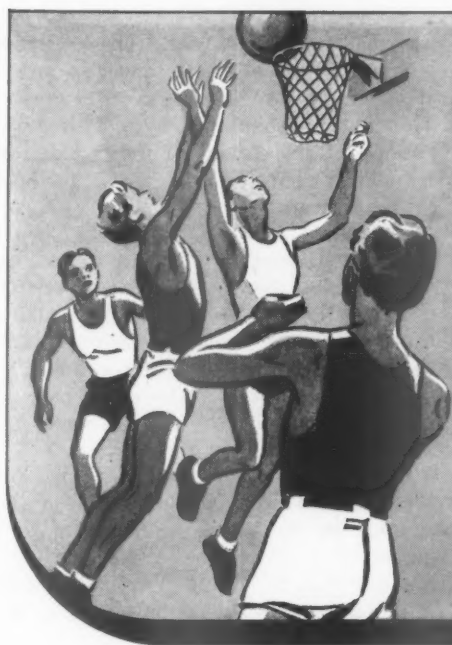
HIGH SCHOOL coaches and athletic directors are giving more attention to the athletic schedule each season. A number of objectives must be kept in mind in arranging a successful schedule. The fans have their favorite opponents and the players and student bodies have theirs.

The drawing appeal that the game will have must be kept in mind before it is placed on the schedule. Some games are called naturals because of the attraction to the fans and supporters. These games are usually the result of the records during the preceding season. Even though the game may not be a championship affair, two unbeaten teams will draw well and bring out the best in the players. Teams representing towns that are close and natural rivals in business will always be a natural. This is one game that probably needs no advertising to draw the capacity crowd. The players will give their best, too, without being keyed for the game. The close neighbor games should be well planned and the best of officials obtained to officiate the game. The downtown talk will have the players

keyed up for this game more than for any other one.

When there is more than one neighbor rival, it is best to play these games not too close together. The spirit of the team cannot be kept at the high mark for too long. There must be a let-down somewhere.

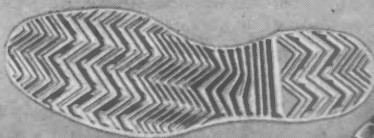
In the high-school basketball schedule, tournament play has been very helpful in building interest in the team. With the many sectional and regional tournaments, the high-school coach can choose the tournament that is well planned, and that has a bracket of teams with which he desires to compete. The high-school boys like to do the things that the college boys do. The college tournaments today draw capacity brackets. In the big meets the boys get to play before large crowds, and this is an inspiration to them as well as the best experience for championship play. Most coaches limit the number of tournaments that the team will enter before the championship elimination meets. This is best because too many will burn a team out. Winning tournaments do much to build up team spirit and morale. The



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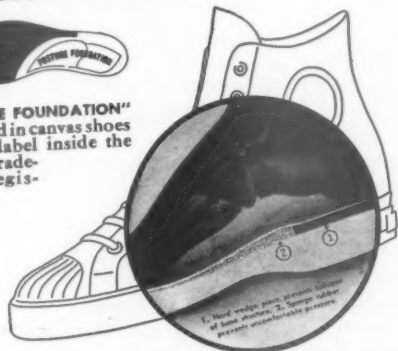


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school takes pride in the trophy collection. Winning trophies can easily become a tradition and help build the prestige of the school.

An out-of-state game will add much to the interest of a game, both with players and fans. Players will always do their best against an out-of-state opponent. The team supporters feel that more prestige is given to the team, if it beats an out-of-state opponent.

In the small town one of the best ways for a coach to arouse interest is to schedule a city team for a game. A two-game week-end series is the best in basketball. Some coaches of large city schools refuse to play these games because, if they lose, they are unjustly criticized, and if they win, the proper credit is not given. In the small school where basketball is the only game, the material is as plentiful as in the large school. There are other city coaches that schedule week-end games in

the small towns each year. These coaches have choice places which they visit annually and they are treated as royal guests. The players look forward to these trips because of the success of the last season trip and the hospitality shown by the host town and team.

Scheduling holiday road trips at Christmas time is another way for a coach to build up the interest of a squad. Some coaches play the first two or three nights after the school work is dismissed and then rest the remainder of the holidays. Other coaches dismiss the early part of the holidays and play the last week-end before school reopens.

Other points to check on in making out the season schedule is the ability of the reserves on the team, the health of each player throughout the season and the amount that he should play. The most important games should be placed in the most desirable place on the schedule.

Basketball, the Changing Game

By Dr. Alexander J. Hogarty

Coach for the Ecuadorian Government

AN article on basketball may seem just a bit out of order to you while sweltering in the heat of Chicago, but down here in Ecuador below the equator in July, we are in the middle of the winter season with the weather cool and pleasant and with basketball in full swing.

The elimination of the jump at center necessitated almost a complete change in both offensive and defensive tactics and while it speeded up the game of basketball considerably, it also forced the coaches to learn new and more complicated tactics.

The terminology has also undergone a considerable change from that used a few years ago and today anyone who has been out of the game for a few years would hardly recognize it as the same game.

About 60 per cent of the present day teams use a fast-break offense with either a man-for-man or shifting zone defense. The other 40 per cent use either a slow break with a set offense or a combination of the fast and slow break, using either a man-for-man or shifting zone defense. The shifting zone is at present considered the most effective defense in the game and is a big asset to a team employing a fast-break offense. This form of defense is generally used in the following manner: The two forwards are placed out in front where they can hawk the ball ceaselessly, never allowing the opposing ball-handlers time to pass or shoot. The center and one guard play back under the basket with the other guard located to one side of the free-throw line in position to shift instantly to the free-throw line in case a pivot play should be attempted. The

whole defense shifts with the ball, with the two forwards out in front continually, either attempting to slap the ball from the hands of the opposing ball-handlers or trying for pass interceptions. Gaining possession of the ball, a team using this type of defense usually employs a driving fast break, with dribbling prohibited whenever down-court passing is at all possible.

Failing to beat the opposition to the punch, that is failing to get down the floor ahead of the defense, the usual procedure is a change to a set offense, the two guards stationed out in front, the two forwards in the side positions and the center in the post, or keyhole position.

Fast-breaking teams storm the floor, making no effort to play percentage basketball, while the percentage teams make offensive possession of the ball their major threat, taking fewer shots and concentrating on working the ball in via set plays, relying on defensive aggression to offset the more wide open offensive employed by the fast-breakers.

As an aid to offensive play, the moving screen has become definitely a part of the modern game. The screen is just another name for legal blocking and is employed effectively by offensive teams using fast, short passes with quick breaks. This style of play makes a better game and certainly a more interesting one for the spectators.

The man-for-man type of defense is used principally in checking a fast-breaking offense from out-of-bounds plays, and is very discouraging to a set-and-go type of offense.

While the fast break is the most used

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offense today, a great many teams are employing a slow moving three-in and two-out style of play with the two guards bombarding the basket and breaking in for set-ups on a rushing defense. With this style, the pivot man plays back under the basket and to the side of it, recover-

ing the ball and breaking for the pivot spot only when crowded in, feeding the forwards and guards on revolving plays.

The great popularity of basketball today is due to the fact that the offense and defense are so equally balanced that neither has any distinct advantage.

Sports Clubs for Non-Athletes in High Schools

By W. E. Braucher

High School, Palmerton, Pennsylvania

NO modern high school program is complete without a digression from its routine activities. Extracurricular activities have become the rule rather than the exception. These anomalous activities usually comprise orchestras, bands, dramatics, debates, operettas, journalism, intramurals and clubs. Weekly club periods, in particular, are looked forward to with a great deal of interest and enthusiasm by many students. Of the many types of clubs, the sports club can be made very worth while.

When one mentions the name, sports club, most readers think of it in terms of its benefits to the athlete. However, isn't it true that the athlete gets more attention than any other individual in the school system? Should we not consider another group—a group that has a mental attitude for athletic interests and desires but not the physique? I refer to those physically atypical students—the pudgy boy, the cripple, and the boy with visual defects.

Coaches should give of their time to this group; they should sponsor the sports club, organize it to accommodate those who, although showing sufficient enthusiasm in sports activities, will never, for various reasons, have the privilege nor the opportunity to make an intramural or varsity team. Coaches should recognize those whose handicap penalizes them.

No individual could be more qualified to become the sponsor of a sports club than the athletic coach. He would have a chance to work with boys who will never get the benefit of his leadership. It should give the coach another viewpoint—that of the boy who has always had high hopes of doing what the average boy is doing—playing vigorous games. Since this is impossible, that boy's activity should probably be directed into the field of managerial problems. A sports club may develop excellent athletic statisticians, scorekeepers, student managers, equipment custodians, sports editors, and publicity managers.

The success of a club of this type will depend essentially on the sponsor's ability to offer a program of activities which are varied enough to interest the majority of the members. Furthermore, there should be ample suggestions and ideas to sustain the interest of the members

throughout the school term. Consideration must be given to the season of the year and appropriate activities offered to suit the occasion.

The following suggestions for discussions might aid in the success of a sports club for these non-athletes:

- (1) Who's Who — high school alumni athletes.
 - (2) Discussion of rules in major sports.
 - (3) How can cheering be improved?
 - (4) Organization of interclass athletics—volley ball, touch football, bowling, basketball, baseball, tennis, soccer, hockey, badminton, archery, and golf.
 - (5) Leadership development for gymnasium classes.
 - (6) Gymnasium class games committee.
 - (7) Possibility for additional inter-school sports — golf, bowling, badminton, etc.
 - (8) Intramural activities—expense, limitations, recommendations, reorganization and criticisms.
 - (9) Prepare athletic booklet containing statistics and records of all athletes and athletic teams to date.
 - (10) Club Committee responsible for: Sportitorials, Sport Lights, From the Athletic Front, Sport Shorts, Inside Dope, or Game Reports and Publicity in General for School and Local newspapers.
 - (11) Benefits to be derived from physical education. What should a program include?
 - (12) Newspaper clippings committee — annual athletic scrap book.
 - (13) Athletic field improvements—adapting it for better facilities—field house addition.
 - (14) Pep meetings—Should club be in charge? Programs for them. Variety of programs.
 - (15) Writing cheers.
 - (16) Systematizing equipment set-up.
 - (17) Sportsmanship discussions — criticism and improvement.
 - (18) Guessing scores (predictions).
 - (19) Annual selection of All-League Team.
- This list suggests general ideas which permit adaptation to varying school conditions. Each school could use those ideas which would best apply to the local situation.

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Passing Anywhere Behind the Line of Scrimmage

(Continued from page 11)

has some advantage in the quarterback position.

Diagram 5 shows the quarterback under the center with the single wingback. The quarterback takes the ball from the center and fakes to the fullback going through the center of the line; he then straightens up and makes a pass to the right end over the middle of the line some eight to ten yards. A basketball pass proves very satisfactory.

Diagram 6 shows a spinner jump-pass as used by several league teams. The fullback fakes to give the right halfback the ball on a wide reverse; he turns (spins) and moves towards the line of scrimmage and makes a jump-pass to the left end, some six yards down the field. Teams using the balanced-line style of play used this spinner in the same manner with equal success.

Diagram 7 shows finesse of the hand-to-hand forward pass on the fake reverse. The fullback fakes to give the right halfback the ball on a wide reverse, immediately turns back and hands the ball to the left end who started from the snap of the ball. The left end in the diagram is shown carrying the ball outside the defensive left tackle. He may be directed inside the tackle or outside the defensive end with equal success. The left half instead of the left end may carry the ball on this reverse.

Diagram 8 shows the use of the jump-pass with the punt formation. The jump-pass is used successfully with the punt formation. The diagram shows the deep back carrying the ball on the strong off-tackle sweep from the punt formation.

The ball-carrier must make a good fake at an end run and as he approaches the line of scrimmage, make his jump pass from off his left foot. The left end makes the best target for this play. Teams using the balanced line with the punt formation had excellent success with the jump-pass.

Diagram 9 shows the jump backward pass from the punt formation. The fullback fakes or delays before making his rush towards the line of scrimmage; he jumps and turns and thus makes a backward pass to the deep back who has moved over to his new position. The right end has moved some forty or fifty yards down the field and it will be necessary for the deep back to set himself for the throw. This pass was completed in the National League during the season of 1938 for nearly sixty yards. The original jump-pass from this play was made to the left end eight to ten yards straight down the field.

Diagram 10 shows the use of the jump-pass in a round robin play. This play was used with success in California by the Detroit Lions in January, 1936. The fullback gives the ball to the left halfback who makes a backward pass to the deep back who was in motion at the snap of the ball. The deep back makes a long backward pass to the close back who has quietly slipped out to his new position; he catches the ball and starts to run as indicated in the diagram. This draws all players away from the right end who has gone down the field some fifty yards to his new position. It will be necessary for the passer in this case to cut loose with his pass or it will never reach the end.

Ruling on Fouls Committed Behind the Goal Line

(Continued from page 19)

Team B from behind its goal line, which is a safety. (Rule 9, Section 4, Article 2, Pages 42 and 43.)

Fouls committed by Team A behind its own goal line when the ball is not free (Diagram 7). As the penalty for such fouls is enforced from the point of the foul, the enforcement of the penalty would always result in leaving the ball behind Team A's goal line in its own possession, and would constitute a safety under Rule 9, Section 4, Article 2, Pages 42 and 43.

Fouls committed by Team B behind Team A's goal line when the ball is not free (Diagram 8). The penalty for such fouls is enforced from the point of the foul, (Rule 12, Section 1, Page 52) and if, after the enforcement of the penalty, the ball is left in possession of Team A behind its own goal line, it is a touchback.

(Rule 9, Section 6, Article 1, Item 6, Page 45.) If, however, the enforcement of the penalty from the point of the foul results in taking the ball from the end zone into the field of play, the ball is put in play at that point. It may be that Team A would, as a result of the play, have the ball in advance of that point. In such case, it may always decline the penalty and take the benefit of its play.

It should be remembered that under the present rules, a touchdown can never be awarded or allowed because of a foul committed. A touchdown may, however, be allowed in spite of the fact that a foul was committed if Team A is successful in making the touchdown on the same play on which the foul is committed, and, if the enforcement of the distance penalty leaves the ball behind the oppo-



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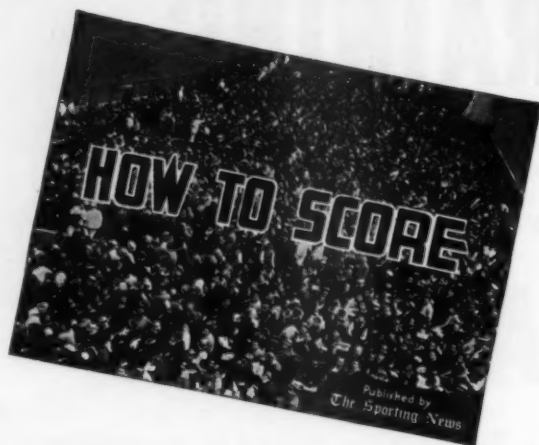
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nents' goal line, it gets the benefit of the touchdown which it made by its play, in spite of the foul rather than the award of a touchdown by virtue of the foul. The only score that can be allowed or awarded by virtue of a foul is a safety or the point after touchdown.

The Value of the Kicking Game Today

(Continued from page 10)

line of scrimmage. He kneels on his left knee, facing the side line, and extends his right leg toward the line of scrimmage. The kicker marks a spot on the ground where he wishes the holder to place the ball. When the ball is passed back from the center, the holder reaches out for the ball and receives it at the height of his right knee. As he receives the ball he places it on the spot perpendicular to the ground in one continuous motion. He may tilt the top of the ball an inch or so toward the kicker if the kicker desires it. He holds the ball on the spot with one or two fingers or the palm of his left hand and keeps light pressure on the top of the ball until it is kicked out from under his hands. The kicker starts forward as soon as the holder receives the ball from the center.

After the kicker has marked the spot where he wishes the ball to be held, he should make correct alignment, making due allowance for a cross wind. This may be done by scraping a line with his cleats that will pass through the spot and the middle of the goal post. It is a good idea for a coach to have the kicker try a practice swing to assist him in getting the proper steps as he has to center his attention on the ball during the kick.

I believe that it is advisable for the kicker to take at least two steps. He may stand with his feet in an even stance or have his left foot forward, if he is a right-footed kicker. He should be slightly crouched with his hands on his knees. As the kicker starts forward, he should place his left foot, if a right-footed kicker, six to eight inches from the ball, with the inside of his foot on a line with the outer edge of the ball. His toe should be pointed in the direction of the kick. The toe of the kicking foot should be firm and should meet the ball well below its middle. The kicking leg swings from the hip and is firm at the moment of impact. The kicker should be sure that the ankle and leg are rigid when the ball is kicked. The leg should describe a perpendicular arc and follow through on an exact line of the ball. The kicker must also follow through with his body.

The most common mistake made by kickers is that they do not watch the ball and jerk their heads up to watch the flight of the ball.

Methods and Training in Free Throwing

(Continued from page 18)

each boy shoot fifty free throws and we keep records on the boys. This is done on the days before games when we do not scrimmage. In order to keep the boys working, we give a trophy to the boy who has the best free-throw average in all the games for the season.

Suggestions to the Free Thrower

1. Take your time and get set for each and every try.
2. Always practice with a good ball which is properly inflated.
3. Do not practice too long at one time as carelessness is harmful.
4. Shooting contests are very good as they give the players game conditions.
5. Try as hard for each goal in practice as in a game.
6. When you assume your position at the line, always be centered in front of the ring.
7. After getting all set at the free-throw line, get your eyes on the target and keep them there until the throw is made or missed.
8. Good free shooting is due to a natural eye, correct form and constant practice.

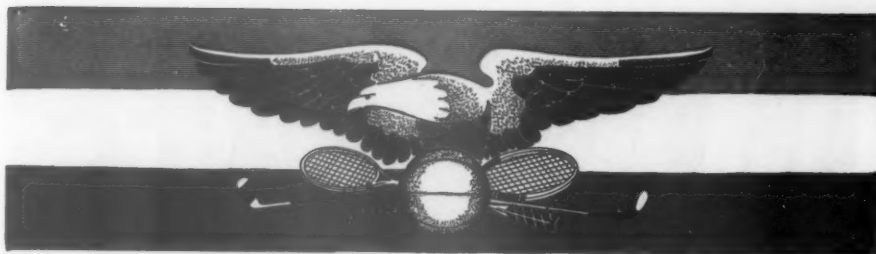
Fundamentals of Coaching Tenure

(Continued from page 26)

football team, piled up enormous scores on all opponents and then proceeded to brag about how *he* did it and to point out the mistakes of opposing coaches as well as those of the man whom he had succeeded, the man who, incidentally, probably developed the team. One can easily imagine what happened to this particular coach the following year, when his superior material was graduated and he was attempting to build a team from inexperienced boys. Winning friends among fellow coaches is highly important from the tenure point of view as one's destiny is partially in their hands. It must also be remembered that a boosting word from an opposing coach carries inconceivable weight and is always repeated in one's home town.

The Balance-Group

Last but not least among the groups with whom the teacher of athletics must practice diplomacy, we would place that large unclassified throng of all other people more or less interested in athletics. In addition to the "fans" or the "athletic



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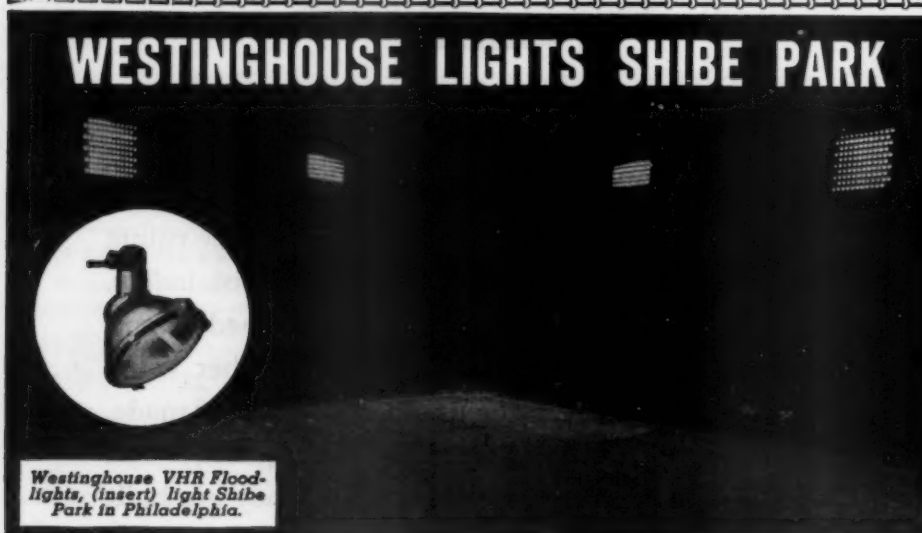
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public" vitally interested in following the team, we have a large number of people such as mothers, younger children, the school janitor, clubs and organizations, and a host of other local groups and individuals. It is these individuals and groups, who are only mildly interested but who quietly exert an invisible force, that stabilizes the reactions of the rabid "fan" when he becomes either too enthusiastic or depressed over victory or defeat. These more or less silent customers of the athletic world are the ones that must be carefully considered as they carry a slowly moving balance of power and act as sort of a governor-ball on public opinion and, in the long run, have much to say regarding the status of the coach.

It's More Than Wins and Losses

The author's experience over some dozen years of teaching and administrative experience has indicated that it is more often the public relation and diplomatic factors than wins and losses that determine the tenure of high school coaches. The coach must be a good diplomat, loyal to his employer, respectful and humble to the public, and respected and liked by his fellow workers. Reasonable exercise of these principles, the application of a liberal amount of common sense, plus a normal percentage of wins and losses, in the opinion of the author, will insure adequate tenure for any coach in any average situation.

The Six-Man Kicking Game

(Continued from page 15)

down kick should be used, however, when the team in possession of the ball is in dangerous territory within its own 10-yard line. The use of the punt, too, depends upon the wind and weather conditions. Kicking toward the left side line is good six-man strategy. This forces the opponents to start their offensive drive to their left, and it has been the writer's observation that in nine cases out of ten the six-man attack to the left is weak. If the ball is far up the field, it might be well for the kicker to aim straight up the middle for the end zone. This puts the safety in a hole, and there is a possibility of a touchdown for the kicking team, if the receiver fields the ball and fumbles it.

When within the opponents 30-yard line, there would be no object in kicking on last down, except, perhaps, for a field goal, if the distance is not too great and the angle not too difficult. The play to be used in this situation would, of course, be determined by the score. If behind by more than a field-goal margin, a pass or run should be attempted, depending upon the yardage left to be gained, the time remaining to be played, etc.

In conclusion, here are a few faults of high school kickers as observed by the writer: (Note: These apply to right-footed kickers.)

Punting—1. The head and upper part of the body are forward or backward too far. The balance is poor. 2. Holding the ball too high. 3. Dropping the ball, rather than laying it on the kicking foot. 4. The hands of the punter are too tense when catching the snap-back from center. 5. Making the step with the left foot too long (i.e., the step just before the kick). 6. Bringing the right leg through the ball with a cross-motion. 7. Faulty position of the left foot. This is the foot that guides the direction of the kick and if it points to the left, the kick will go to the left, etc. 8. Kicking merely with the toe. The ball should be kicked with both toe and instep. 9. Kicking with the toe turned up. The toe should be down and the ankle rigid. 10. Kicking the ball off the inside or outside of the ankle to make it spiral. 11. Failure to follow-through. 12. Taking the eyes off the ball.

Drop and place-kicking—1. The left foot is too far back. The ball will go to the left. 2. The left foot is too far ahead. The ball will go to the right. 3. Faulty position of the left foot (same as for punt). 4. The legs are spread too wide. 5. Striking the ball too high. For both place and drop-kicking the ball should be kicked about two inches from the bottom. 6. In the drop-kick, dropping the ball from too great a height, and not dropping it straight. 7. Taking the eye off the ball. 8. In the kick-off, approaching the ball at too great speed. 9. Failure to allow for the wind.

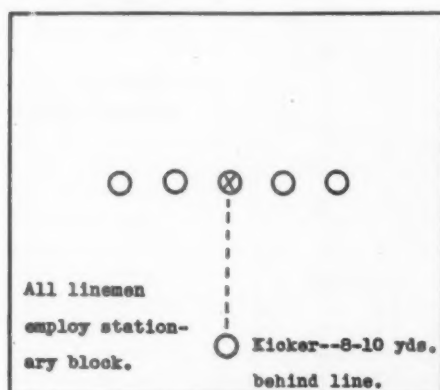


DIAGRAM 6
DROP-KICK FORMATION

Good kickers cannot be developed merely by working during the football season. Kicking is an art that requires almost year-around practice. The coach will be wise if he checks footballs out to his prospective kickers during the summer months.

It is the opinion of the writer that every coach, six or eleven-man football, would be benefited by study of the book **KICKING THE AMERICAN FOOTBALL**, by Leroy Mills.

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Lighting the Tennis and Badminton Courts

(Continued from page 24)

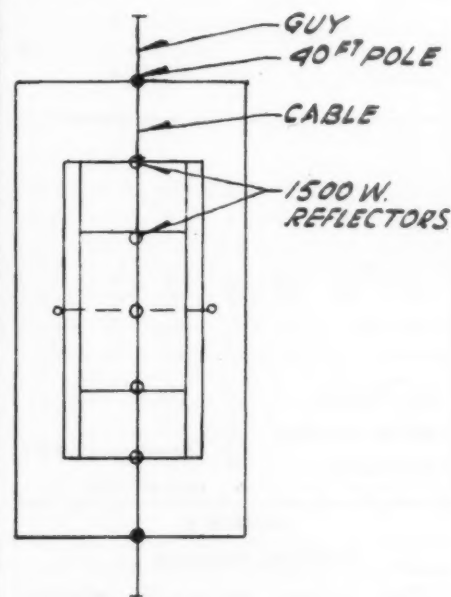
location where one tower supports floodlights for more than one court. A master control should be provided so that all courts can be isolated from the power supply. Individual control for each court, either coin-operated or operated by an attendant, should be conveniently located at the entrance to the courts.

Overhead Lighting

The second plan shown in Diagram 2 is the overhead suspension type units. Although this does not provide as good a lighting condition as the floodlighting method, it furnishes a very effective and economical method of lighting for playground courts.

A 1500-watt, spun aluminum, medium spread unit is used. Five of these units are suspended over each court at a height of approximately 30 feet. Double messenger cable is run between poles set at the ends of the court. The units are attached to the cable by two-wire cable clamps. The spun wire should be spaced three to five feet apart at the poles and pulled together at the units by the clamps. This will minimize swaying of the units.

This system of lighting will provide an intensity of approximately 18 to 20 foot-candles.



Badminton Court Lighting

Badminton, or shuttlecock, is rapidly gaining in popularity at private homes, clubs and parks. Usually played on a lawn, the nature of the game and design of the court require the same quality of illumination as that recommended for tennis court lighting. The lighting layout is

similar to that recommended for tennis, but less equipment is required.

Diagram 3 shows a badminton court and the location of the equipment in relation to the court. Four 500-watt, 750-watt, or 1000-watt units, depending upon the class of play, should be installed. Four (4) 500-watt units are usually sufficient for private courts and playgrounds. Where match competition is played, 750- or 1000-watt units should be used.

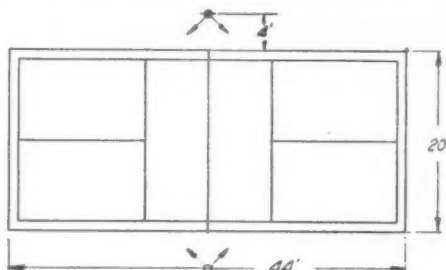


Fig 3

These floodlights should be of the medium spread type and mounted two per pole on each side of the net line. A mounting height of approximately 30 feet above the ground level should be provided.

Lighted courts, whether tennis or badminton, add many hours of pleasure and helpful exercise to the participant and joy and relaxation to the spectator.

Making High School Football Profitable and Enjoyable

By William Landis

Industrial High School, Hershey, Penn.

A FEW years ago we heard much about the punt, pass, and prayer system of football. The idea back of it was that the system advocated punting often, passing more often, and praying fervently that all would end well. While the punt, pass, and prayer system is probably better known, I will venture to say that among high schools the "hit-and-miss-and hope system is more prevalent. By this I mean that football among high school coaches is still too much a hit-and-miss affair with lavish hope that the season will end well. Football today is becoming recognized as a perfectly respectable high school activity, contributing as much as other legitimate activities toward meeting the needs and interests of young boys. As such, this sport has thrown off the yoke of brutality which demanded that the players be big. High school football coaches are among the first to recognize this fact, but many coaching methods today are as pointless as they were in the old "knock 'em down and drag 'em out" days.

High school coaches should recognize the

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unique position of interscholastic football in the activity program of the high school and take a leaf from their classroom notebook, using the same good technique on the football field that they find valuable in the classroom or gymnasium when attempting to attain objectives rooted in the needs and interests of the pupils.

A Definite Time Schedule

Probably the first technique which should be carried over from the classroom to the football field would be taken from the idea back of the course of study. No high school coach should attempt to develop a team without a time schedule, listing the things he expects to do and giving specific time allotments for accomplishing these things. This schedule allows the coaches to plan beforehand all factors that go into placing a team on the field for each game, plus improving upon weaknesses which cropped up during the preceding game. A time schedule is especially valuable in preparing the team for its first game. Needless to say, the schedule must be flexible enough to allow for the many changes which will become necessary from time to time. Bad weather and injuries, etc., will cause changes to be made, but a schedule will facilitate making changes in plans rather than hinder the program of team development. The time schedule is a device which insures that certain desirable things will get done and designates the time in which to do them.

Laws of Learning Applied to Football

From another page of the notebook of successful classroom technique we find the laws of learning. In developing a football team, most coaches give adequate attention to the *law of readiness*.

Conditioning plays an important part in the program by attempting to make the players ready for more strenuous physical combat. The *law of exercise* would compel the coaches to provide many short periods of drill rather than a few long ones, remembering that inactivity will cause one to lose mastery almost as rapidly as mastery has been attained. Certainly this law would not allow the coach to practice intensively upon tackling for one week and then feel that tackling can be eliminated from the daily practice periods because the squad mastered this fundamental. One or two occasional lapses may not be of much harm to the team, but the time schedule should provide for many drill periods of shorter duration for all fundamentals required in team play.

Law of Effect

Today we hear much about making learning activities interesting and enjoyable for high school people. The law of

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effect, emphasizing the fact that profitable learning comes from enjoyable activity, issues a vital challenge to the high school coach. Football has often been criticized as being a monotonous grind, and many times there has been some evidence that the boys might have been just a bit "fed up" on the routine. There is no good reason why this should be true, and a finer regard for the learning law of effect would do much to eliminate this possibility.

Too many times boys play football while disliking it because of some strong outside urge. Even the old cry of "Die for alma mater" brings out the fact that the supposed dying is for alma mater and not for football. Football *can—and should*—be made interesting in itself so that true values inherent in this great sport will be fully realized. I do not believe that a coach is justified in taking the position that only those boys who like football need report for the squad. Football, as a legitimate high school activity, must consider what the sport can do for young boys, rather than consider solely what the boy can do for the team. The challenge is to help all boys discover the many values which come out of contact with this sport.

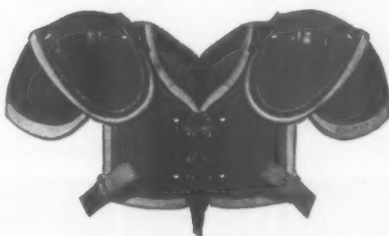
Many discouraging moments for the coaches and for all concerned come about when the team has an "off" practice. Many times this "off" night, or staleness, is the outcome of a disregard for the learning law of effect. The coach who makes his practices interesting will do much toward helping the morale of the squad, thus levelling off the periods of fluctuation among the good practices and the "off" ones. Coaches can make practices interesting by introducing techniques which make games out of drills, thus appealing to the play and competitive instincts of adolescent boys. The suggestion is not made that practice be made a riotous play affair, in which much time is wasted. On the contrary, a well directed session of play on fundamentals, with competition between individuals or groups, with a businesslike time schedule will make practice a less wasteful affair than the hit-and-miss methods.

Suggestive Techniques

Sometimes the play aspect can be introduced merely by counting the number of successful performances on a drill on fundamentals. For example, when tackling the dummy, each player might line up in single file, make his tackle, and have the coach evaluate the tackle immediately by shouting three if it were a good tackle, two if it were fair, and one if it were poor. The players can keep their own scores, or one of the many assistant managers about the field can keep a cumulative tally of this technique. Such a cumulative record for the entire season is an interesting bit of information for all concerned.

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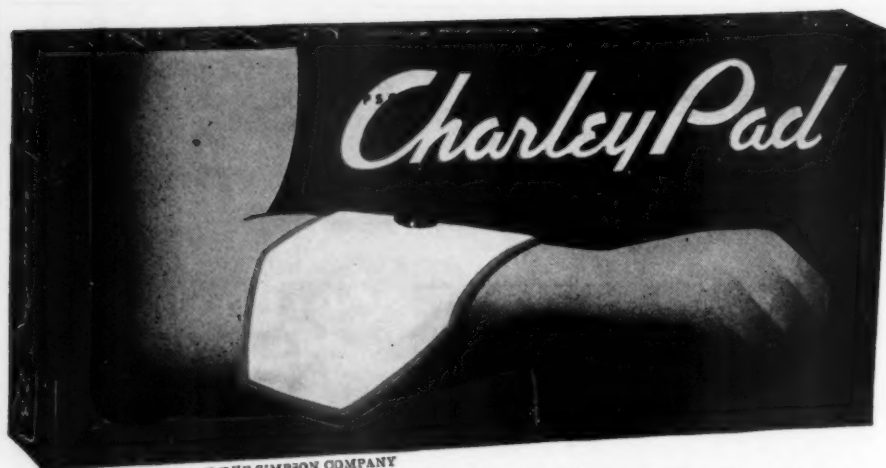
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In the coaching of forward passing, two lines, one on offensive and the other on defensive, can be formed. The backfield passing aspirants will throw passes to one offensive man, while a defensive man tries to break up the pass. One of the coaches will act as referee and instructor and award two points to each pass caught by an offensive man and one point to the defensive man, if he breaks up the pass. If the pass is a poor one, no score is awarded. After attempting to catch his pass, the offensive man returns to the end of the defensive line and when his turn arrives, attempts to break up the pass. This procedure insures interest, each boy getting an opportunity to work on the skill required, and provides a method for keeping a record of performances. The resourceful coach can see many more possibilities for doing the same thing in developing other fundamentals. In blocking, returning of punts, and in all the other drills on fundamental skills, individual and group competition with scoring may be introduced. After the team is ready for scrimmage, the practice game keeps up interest.

Another device that we have found especially valuable toward the middle of the playing schedule when violent contact is not desired, is the forward passing and punting game with the following method of counting: Instead of counting downs as first and ten, the count is *first* and *two*. The offensive team has four downs in which it must complete two passes, or kick. The offensive is restricted to passing and punting and has four downs in which it must complete two passes. The length of the pass is not considered. Neither is distance gained considered. If the pass is completed on the first down, the count is second and one, and so on. If two passes are completed on or before the fourth down, the count goes back to first and two. This game is very valuable in encouraging passing and punting, and return of punts. It is also very valuable in developing the ever-needed pass defense.

The main theme of this article is that of making football profitable and enjoyable. Thus far the appeal has been one primarily of making practice periods enjoyable. Of course, if football is made more enjoyable, it will become more profitable also. Once football practice becomes drudgery it is no longer a game. Let us not inflict something distasteful upon young people when many opportunities for fun and profit exist. Let us *PLAY* football rather than toil at it, and, in all probability, the results will be much better.

While it is not my desire to sermonize concerning this great game, I cannot end this article without mentioning one thing which I believe will make our high school football more profitable. Is there any good reason why high school coaches and

the squad cannot co-operatively formulate a list of objectives which they expect to attain during the football season? Certainly the topic of character will always be with us, but why cannot this general term be broken down and definite objectives listed? If the coaches and the squad list exactly what they expect to accomplish in the way of specific character building and then post these objectives in the locker room and refer to them occasionally, the character training toward which they aim might become more functional. The morale would be better, and much adverse criticism from those who are not athletically minded will be alleviated.

Public Relations For The Coaches

(Continued from page 32)

publicity director, has news of wide or general reader interest and delays in making it public. The danger here is in "leaks" which permit it to get to one newspaper, one radio station, or through some other medium where it is "broken" to the public as a "scoop."

All other media interested rightfully have every good reason to feel indignant toward the coach, institution, or person responsible. Therefore, it is not wise to delay announcement on any story of general interest. Yet, sometimes such delay is necessary for one reason or another. In such cases, the responsible heads of all media should be immediately called together at a common and convenient meeting place, fully informed of the story, and given the reasons why publication is being withheld for the time being.

This procedure is one that is wise for the coach to follow when absolutely necessary, although it should not be practiced to excess for the convenience of the coach or the school which he represents. At best, such procedure has some hazards; but no honorable newspaper man or other media chief will violate such a confidence, and they will appreciate the fairness of the motive behind it, which is for the protection not only of the school's public relations but for the protection of the media as well.

This practice is recognized as the only safe way to handle delayed news releases in every field of endeavor. It is followed in Washington government circles as well as in every important news source in the country.

Suppression of News

No person contacting a newspaper or caring a whit for its esteem would ever consider suppressing news, if he would stop for a moment to think. If the linen is dirty and has to be washed, it has to be washed. If the job is thoroughly done,

FOOT TROUBLE BENCHES STAR FOR BIG GAME

SPECIAL: Local hopes for the State Championship took a tail-spin today when Head Coach Harris announced that a foot infection would keep his star passer and quarterback, Jimmie Slazer, on the bench Saturday in the final and deciding game of the Big Five season. Foot troubles have taken a disastrous toll this year among the Hilltop squad and may be the chief cause of missing the biggest game of the season.

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the clothes will at least be white when they are hung on the line, which is the main thing.

Perhaps a private individual, who seeks nothing from the public, may well afford to feel that he is entirely within his rights in suppressing a matter of news. This is largely theory even then. Yet, any institution in the public eye, courting public respect, has no right to try to suppress news.

Almost invariably, if the matter is frankly taken to the newspaper and truthfully presented, it is not as bad as it might seem. Newspaper men are honorable and human. They are not in the business of crucifying honest people. More frequently the story which an impulse might lead you to feel should be suppressed, would not even interest the newspaper anyway. Even if it does, it may be taken for granted that, with sincere explanations, you will be given fair treatment.

Newspapers, as does everyone else, respect libel laws and are not interested in printing gossip and scandal without substantiating proof.

The Feature Story

Play no favorites in providing the newspapers with a feature story, just as you cannot afford to play favorites in supplying them simultaneously with spot news.

If there is a feature story under your nose and you do not recognize it, you are not to be censored. That is the difference between the feature story and spot or set news. Your responsibility is definitely there in news. From the feature standpoint, it is not.

Yet, you can help yourself and your school if you are able to appreciate a good feature when you see it and call all of your newspapers and mention it to them, so that they may follow it up if they see fit. When an individual newspaper creates or finds the feature story without your tip, you should co-operate with it in getting more details if possible; you should, by all means, be ethical and not mention to any other medium that such a story is being developed. In other words, the feature belongs exclusively to that one paper, if, by its own initiative, it seeks it without a tip from you or your associates.

This principle must not be confused with that governing spot news, however. If a paper telephones you or calls upon you for a spot news story about which you have not notified the papers, your duty is still definitely there to notify the others immediately upon its release to any paper.

Examples of features: If the relative of a celebrity reports for your football team, there is a feature. If John Doe, your left end, is courting a movie star, there is a feature. If Billy Smith is the son of a former grid captain and was preceded by

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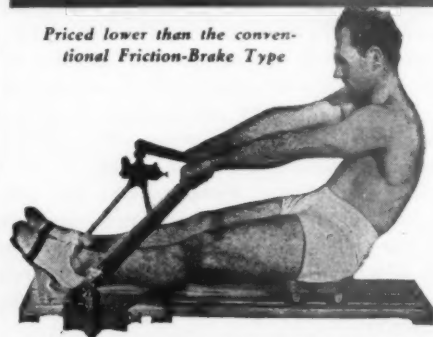
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five brothers and uncles who have lettered at the old school before him, there is a feature.

The campus is full of them, but they are not as readily discerned as the spot news, and, as has been pointed out before, they are not a life-or-death responsibility. They are merely good publicity for the school, as well as a good feature for the papers if you can help develop them.

It is said that a good publicity man or publicity relations director never asks a newspaper to print anything or leave anything out.

That is a good policy to follow. Merely give the press all the facts and any unbiased or unprejudiced information. They will do the rest. Newspaper men are professional in their business. You do not have to tell them that you have a "whale" of a story. Just give it to them. They will know what to do with it.

In conclusion, play fair with them, and they will play fair with you. They will respect you and help you to success faster than any one else if you have the right qualities and the ability.

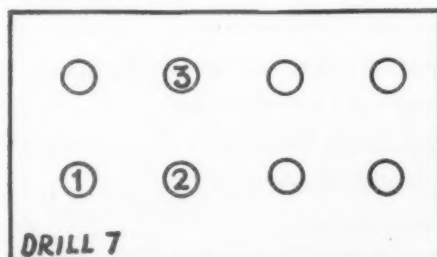
Take time out to see if you cannot do a bit of amateur public relations for yourself, your school, and the press. You will find the time well spent, and if you build a reputation with the press for reliability and accuracy, it will never let you down.

Ball-Handling Drills For Six-Man Football

(Continued from page 30)

This is an important drill for teaching the players which direction they should run after recovering the ball. Less time may be spent in instruction in falling on the ball. The players, however, should be taught to fall on the ball when the scoop cannot be safely made.

Drill 7—Forward Pass Drill. This is similar to Drill 1, except that players are fifteen or more yards apart. One passes to 2. Two passes to 3 as he runs out and so on; each player gets a chance to pass and receive.



These drills will provide something definite for a team during the three minutes of warm-up required by the rules. The drills that will strengthen the team's weak spots in ball-handling should be stressed. The fundamental drills in blocking and tackling should not be forgotten, but the drills in ball-handling should be added to these other fundamental drills.

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